

# *Discussion on the Training Mode of Applied Talents in Administrative Management under Outcome-Based Education*

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**Abstract:** This paper discusses the training mode of applied talents in administrative management based on the concept of OBE education. OBE focuses on cultivating application-oriented talents with high-order ability from three key aspects. Firstly, in terms of reform scheme design, the training objectives are refined according to the actual needs of the industry, and the curriculum system is reconstructed. By analysing the current situation of administrative management education and industry demand, a new training mode for applied talents in administrative management is constructed. The application-oriented talents with high-order ability are cultivated around the three aspects of reform scheme design, emphasis on practical teaching, and rooting in real scenes, so as to meet the talent demand of social development. This new training mode constructed based on the OBE concept is committed to bridging the gap between education and industry needs, and cultivating administrative management talents who can better meet the requirements of social development, which has important theoretical and practical significance for promoting the development of administrative management education and enhancing the competitiveness of talents in the administrative management field.

## 1. Introduction

With the continuous improvement of the government governance system and the increase in social management requirements, administrative management, as an important discipline and major, is gradually growing and developing. Firstly, the curriculum of the administrative management major is constantly being enriched and improved. More and more universities have set up the administrative management major, and in curriculum design, they focus on the combination of theory and practice, aiming to cultivate students' practical operation and management skills. Secondly, administrative management education is gradually moving towards multi-disciplinary integration, emphasizing practicality and interdisciplinary research, and focusing on cultivating students' ability to solve social problems. At the same time, with the development of information-based and digital management, the administrative management major is also actively exploring new research directions and methods to adapt to social needs. Research achievements in the field of

administrative management are emerging in an endless stream. More and more scholars and research institutions are engaged in research in this field, which promotes the in - depth development of the discipline and continuous theoretical innovation [1-4]. The output of various research achievements not only enhances the academic reputation of the administrative management major but also provides theoretical support and decision - making references for government management practices [5-7].

However, the development of the administrative management major also faces certain challenges. Firstly, due to continuous social changes, government agencies are constantly confronted with policy and demand changes from external and internal environments. The administrative management major needs to adapt to these changes, formulate corresponding strategies and measures, and cultivate high - level talents that meet social needs. Secondly, with the development of information technology, government agencies increasingly rely on digital tools and systems for management and service provision. This requires students who will enter the public service field in the future to continuously update their knowledge and skills and improve their data information processing capabilities to adapt to the changes of the times. Therefore, talent cultivation should not only focus on the learning of theoretical knowledge systems but also cultivate students' applied skills to achieve self - development and meet the needs of social development.

According to the training requirements of professional talents in social development, the ability cultivation of applied talents in the administrative management major should include the following indicators: Master the theoretical knowledge and disciplinary foundation related to administrative management and be able to analyze and solve practical problems using relevant knowledge. Have good communication and teamwork skills, be able to effectively collaborate with others and coordinate work. Have the ability to think independently and judge problems, be able to rationally analyze various situations and put forward reasonable suggestions and solutions. Have strong organizational management and leadership abilities, be able to effectively plan and organize work and promote its smooth completion. Have strong adaptability and quick response capabilities, be able to make rapid decisions and handle problems in emergency situations. Have good learning and self - management abilities, be able to continuously learn and improve oneself and adapt to changing working environments and requirements. Have good professional ethics and a sense of social responsibility, be able to correctly handle professional ethics issues, respect others, cherish public resources, and contribute to social development.

## **2. The Compatibility between the OBE Education Concept and the Administrative Management Major**

The OBE (Outcome - Based Education) concept means that the goals of teaching design and implementation are the learning outcomes that students achieve at the end of the educational process. It is an education concept that focuses on students' learning outcomes and ability cultivation, emphasizing that students should possess certain knowledge, abilities, and skills to meet future career and social needs. OBE emphasizes the final learning outcomes of students. These outcomes include the learning and application of theoretical knowledge as well as the improvement of high - order abilities. This requires students to demonstrate high - order abilities such as thinking, questioning, researching, decision - making, and presenting through challenging tasks, such as putting forward project proposals, completing project plans, conducting case studies, and giving oral reports. OBE pays attention to the sustainability of learning outcomes. Fragmented teaching models are not conducive to the sustainability of outcomes. Therefore, in the teaching process design, students should be provided with real - world learning experiences so that these outcomes can last, rather than just obtaining easily forgotten information and one - sided knowledge. During

the learning process, regular evaluation of the outcomes is also necessary. Courses should be designed according to the reverse - design principle, and stage - by - stage evaluation of the stage outcomes should be carried out.

The United States is one of the countries where the OBE education concept was first developed. The OBE teaching model is widely used in American university education. OBE can help students better understand learning goals and content, and improve their learning motivation and effectiveness. Some European countries have incorporated OBE into their national education policies. OBE can promote students' learning autonomy and creative thinking ability, and improve their comprehensive qualities. Some universities and schools in China have also started to try to apply the OBE education concept, but its development is still in the initial stage. Existing research shows that Chinese students have certain difficulties in understanding and accepting the OBE education concept and need more training and guidance. The Chinese education system and teaching model are not fully compatible with the OBE concept, and further reform and exploration are needed. In the current context of education reform dominated by the OBE education concept, how to design a talent training model that suits the characteristics of the administrative management major in universities is an important issue.

The OBE education concept is highly compatible with the talent training path of the administrative management major. Because the OBE education concept emphasizes student - centeredness and focuses on cultivating students' comprehensive and practical abilities, and the administrative management major is precisely one of the majors that cultivate talents with comprehensive and practical abilities. In OBE education, students need to learn and be evaluated through actual projects or tasks, which is highly consistent with the training path of the administrative management major. Students majoring in administrative management need to learn how to effectively manage resources, formulate policies, and solve problems in actual work, and OBE education precisely cultivates students' ability to solve practical problems through practical learning and evaluation. In addition, OBE education focuses on students' personalized development and autonomous learning, encouraging students to explore and develop their interests and potential. Talents in the administrative management major need to have innovation and leadership abilities and be able to solve problems and face challenges independently. Therefore, the talent training path of the administrative management major is highly consistent with the characteristics of OBE education concept that emphasizes personalized development and autonomous learning. By adopting the OBE education concept to cultivate talents in the administrative management major, it is possible to better cultivate talents with comprehensive, practical, innovative, and leadership abilities.

### **3. Analysis of the Current Situation of Talent Training in the Administrative Management Major**

#### **3.1. Over - theoretical Teaching Content and Lack of Practicality**

The administrative management major is an applied - oriented discipline, but some teaching content remains at the theoretical framework level, lacking practical case analysis and hands - on operation. Currently, the lack of practical links in the talent training of the administrative management major is quite common. Schools and teachers emphasize the imparting of theoretical knowledge in the teaching process while neglecting students' practical training and experience, and the cultivation of students' innovation ability and problem - solving ability in real - world situations. This has led to many graduates having difficulties in adapting to work and lacking sufficient abilities. Moreover, due to limited practical opportunities for students, they cannot truly understand and experience the actual working environment. As a result, graduates of the administrative

management major lack competitiveness in the job market and cannot demonstrate the specialized advantages of the major.

### **3.2. Lack of Up - to - Date Teaching Content**

The knowledge and skills in the field of administrative management are updated rapidly. Traditional teaching models often lag behind actual needs and lack the tracking and application of the latest developments. Some schools and teachers have insufficient understanding of the development trends and actual needs of the administrative management major, resulting in a disconnection between the curriculum and actual work requirements. Some traditional courses and teaching methods can no longer meet the needs of social development and need to be adjusted and improved in a timely manner. Therefore, the teaching content of the administrative management major should keep pace with the times, closely integrate with social development and industry needs, and can include the latest management theories and methods, government policies and regulations, and the application of information technology in administrative management.

### **3.3. Lack of Interdisciplinary Teaching**

The administrative management major involves knowledge from multiple disciplines such as politics, economics, and management. However, teaching content is often limited to a single - discipline scope, lacking interdisciplinary teaching, which restricts students' professional vision and ability cultivation. Firstly, the curriculum of the administrative management major mainly focuses on professional knowledge such as management theory, management practice, and organizational behavior, lacking cross - integration with other disciplines. As a result, students can only obtain knowledge in a single field during the learning process and find it difficult to comprehensively understand the connections and mutual influences among different disciplines. Secondly, students' comprehensive qualities and interdisciplinary abilities are not fully cultivated. In real - world work, administrative managers need to have interdisciplinary knowledge and skills to handle complex and changeable management problems. Therefore, the administrative management major lacking interdisciplinary teaching can hardly meet the social demand for management talents. With the continuous development and change of society, the correlation among various industries is getting stronger and stronger, and traditional single - discipline majors are difficult to adapt to this trend. Therefore, the administrative management major should actively introduce the content of other disciplines, carry out interdisciplinary teaching, and improve students' comprehensive qualities and interdisciplinary abilities to meet the social demand for management talents.

## **4. Training Paths for Applied Talents in the Administrative Management Major Based on the OBE Concept**

### **4.1. Reforming the Talent Training Model to Respond to Social Development Needs**

The new propositions of China's development in the new era have put forward new requirements for the research and curriculum teaching of the reality, new situations, new problems, and new trends of China's public management. The public management discipline should meet the needs of the modernization of the national governance system and governance capabilities, and conform to the new - era development of the coordinated progress of ideological and political courses and curriculum - based ideological and political education. It should cultivate students into high - quality talents with comprehensive knowledge and application abilities in modern public management, as well as public spirit, humanistic care, a national perspective, and a sense of social

responsibility.

Outcome - based education focuses on the final results of talent training, that is, whether students can have a clear understanding of the professional theoretical system and master the core skills necessary for work during the education and teaching process. Specifically, the thinking of outcome indicators should run through the education and teaching process. This requires cultivating students' disciplinary vision and professional abilities based on factual discourse. It is necessary to cultivate students' ability to dialectically view mainstream ideas in China and the West, and develop their independent thinking spirit. Strengthen the cultivation of public spirit to stimulate students' enthusiasm for participating in political life. Encourage students to apply what they have learned, put forward well - founded solutions to problems, and cultivate innovative thinking. The changes in talent indicators require universities to optimize and reform the talent training plan, keep up with the pace of social development, cultivate high - quality talents with the specialized advantages of the administrative management major, and make greater contributions to social development and progress.

#### **4.2. Emphasizing Practical Teaching to Cultivate Students' High - Order Abilities**

Administrative management is a discipline involving management and leadership skills, which requires students to continuously exercise and improve their practical abilities in practice. The OBE concept emphasizes that students need to learn management knowledge and skills through participating in activities such as project management, teamwork, and data analysis, and continuously improve their comprehensive qualities in practice. Practical teaching can help students deepen their understanding of management theoretical knowledge, improve their problem - solving abilities, cultivate teamwork spirit, and enhance communication and coordination abilities. It has a positive promoting effect on students' comprehensive qualities and career development, laying a good foundation for their future careers.

Build an efficient linkage mechanism between practical teaching and work abilities. The depth of practical curriculum teaching should be integrated into the talent training process. Get rid of the traditional training models of closed - classroom teaching and fragmented internships. Through diversified practical models such as on - campus internships, enterprise attachments, and government practices, let students enter the real world of administrative management. First, help students establish a systematic understanding of administrative scenarios, empirical knowledge, and administrative arts. Then, cultivate core abilities such as leadership, budget formulation, policy - making, administrative communication, official document writing, data analysis, social investigation, and emergency response in the process of experiencing key links of administrative power. Finally, implement regular evaluations. Under the OBE education concept, evaluation is a very important part of teaching design. Teachers should formulate reasonable evaluation standards and indicators according to learning goals, comprehensively evaluate students' internship performance through multiple evaluation methods, assess students' learning outcomes and practical abilities, adjust teaching methods in a timely manner, promote students' all - round development, provide feedback on students' performance and areas for improvement, and use this information to guide teaching practice. Adopt project - based teaching. Project - based teaching is a teaching method centered on projects, which promotes students' learning and ability cultivation by solving practical problems. By designing project tasks, students can apply the knowledge they have learned to solve problems, cultivating their comprehensive abilities and teamwork awareness.

In general, under the OBE education concept, the design of the practical teaching model for the administrative management major in universities needs to fully consider students' learning goals and actual needs, focusing on cultivating students' practical and problem - solving abilities. In

practice, encourage students to independently learn basic knowledge, apply high - level, applied, and expanded knowledge learned in the classroom to specific practical scenarios, focus on cultivating innovative and critical thinking, and fully mobilize students' enthusiasm for learning knowledge, initiative in applying knowledge, and the effectiveness of real - scene training to help students achieve self - development.

### **4.3. Constructing a Classroom Case - Teaching Method Rooted in Real - World Scenarios**

Due to its background of being introduced from abroad, there is a comparison between Western experience and local development in its development process. The uniqueness of China in terms of culture, system, and structure, as well as the complexity of the micro - power structure, determine that China's public - sector reform cannot simply imitate other countries, but has significant heterogeneity and innovation. Therefore, it is necessary to correctly understand and handle the concept of "making foreign things serve China". In the specific classroom teaching process, it should be rooted in Chinese society. Case teaching and field research should take national governance, grass - roots social governance, and other actual situations as research objects, tell Chinese stories well, let students understand the carriers of knowledge presentation, and apply knowledge to real - world social scenarios to avoid the generalization of theory and achieve the sublimation of theoretical knowledge.

Specifically, classroom case teaching should be rooted in local public governance practices, extract case experiences from China's governance to explain theoretical knowledge, and encourage students to understand and analyze national development strategies and grass - roots social governance. It can guide students to deeply study Chinese stories around real - world Chinese scenarios such as international relations and public affairs, national development and strategy research, social development and public policies, grass - roots government governance, and urban - rural development and environmental governance, and clarify the final application of the knowledge system. By holding public management scenario - simulation competitions and analyzing social hot - spot issues, and with the help of forms such as family theaters, simulated press conferences, on - site office work, and public hearings, students' public spirit, professional qualities, and comprehensive abilities can be improved simultaneously. Guide students to establish their own thinking logic and understand the theoretical knowledge of the public management discipline from multiple perspectives, draw inferences from one instance, and apply what they have learned. Lead students to go deep into the grass - roots level, create a social practice team that observes society and understands national conditions and social conditions, and cultivate students' ability to investigate and think about specific grass - roots social governance problems. The classroom case - teaching method rooted in real - world scenarios can cultivate students' observation, investigation, analysis, and problem - solving abilities, accumulate knowledge reserves for future careers, and highlight the professional advantages of administrative management.

## **5. Conclusion**

The OBE education concept can provide new ideas and methods for talent training in the administrative management major of universities, helping students better master knowledge and skills, enhance practical abilities, and better adapt to future career and social needs. Universities should actively explore teaching models suitable for the practical teaching of the administrative management major, continuously optimize curriculum design, and improve teaching quality and effectiveness. The OBE education concept conforms to the needs of the national discipline and specialty optimization reform and the high - quality development of higher education. How to design an administrative management major talent training plan based on the OBE education

concept is an important part of the professional development. Guided by the outcome - based cultivation of applied talents, the development of the administrative management major should enhance students' high - order abilities from aspects such as reforming the design of the training plan, emphasizing practical teaching, and grounding in real - world scenarios, and cultivate high - quality talents with the specialized advantages of the major.

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