Innovation of Talent Training Mode for Business Administration in the Digital Economy

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Abstract: The digital era forces management reform, which requires Business Administration major to carry out digital transformation. In talent training, we should pay attention to the integration of digital ability and traditional management ability, such as the improvement of business practice, data thinking and innovation ability. Through the construction of "management plus digital" talent competency model, it determines the training objectives of Business Administration in the digital era. It highlights the professional abilities of digital management, business operation, business data analysis, etc. To ensure the smooth realization of talent training objectives, we must optimize curriculum system , upgrade practice teaching, promote students' learning experience, and guarantee the quality of talent training.

1. Introduction

Digital economy is changing the traditional business environment and rules. Digital transformation has become an inevitable trend for enterprises, which adapt to the new technology environment. At the same time, the digital skills of practitioners are increasingly demanding. Colleges and universities undertake the mission of providing high-quality talents for the society. As the supply side of enterprise talents, it becomes the strategic direction to cultivate students' digital skills. Taking Business Administration as the research object, this paper focuses on the digital transformation of the major. It is of great significance for colleges and universities to adapt to the changes of the times, to seize the development opportunity of the times, and to improve the quality of personnel training.

2. Transformation Requirements of Business Administration in the Digital Economy

Digital economy brings opportunities for high-quality development and business model optimization. However, in the process of digital transformation, there are some problems, such as the solidification of managers' ideas, the lack of digital management talents and so on. It is necessary for Business Administration major to provide digital talents to assist enterprises in digital transformation. Colleges and universities should adhere to the principle of personalized training and social demand orientation, and attract the wide participation of stakeholders. Strive to improve the digital literacy of university graduates, advocate lifelong learning, promote the transformation of talent skills, and meet the new challenges of employment[1].

In the digital era, it's imperative to digital transform for Business Administration. In the talent training of Business Administration major, we should pay attention to the improvement of business practice, data thinking and innovation ability. Business Administration has strong practicality. To help students adapt to new business thinking and business rules, it needs to innovate the curriculum system guided by ability objectives. In addition, with the help of digital technology, the business model and business ecology can be reconstructed to improve the management efficiency.

3. Building "Management Plus Digital" Talent Competency Model

Boston Consulting Company (BCG) released the "Research Report on employment and talents in digital economy"[2]. It analyzed the impact and change of digital technology on employment

ecology from three aspects of employment population, employment field and employment mode. For the employment population in digital economy, it's very important to have specific professional skills related digital technology, which help them to obtain high-end employment opportunities crucial. At present, it is mainly manifested in three aspects for the shortage of digital talents in China's labor market. First, the supply of digital top talents is in short supply. Second, the supply of cross-border talents with digital technology and industry experience is in short supply. Third, the cultivation of primary skilled digital talents can not keep up with the growth of demand. Based on the above situation, undergraduate colleges and universities should pay attention to the improvement of students' digital ability, strengthen the integration of knowledge and practice, and encourage the cultivation of interdisciplinary talents.

Through the questionnaire survey of 320 enterprises, combined with crawling data from recruitment website, it is concluded that graduates should have the basic qualities of communication, planning, good writing, internationalization, fast learning, team spirit, data analysis, innovative thinking, leadership potential, clear logic, emotion control, pressure management, positive and optimistic, independent thinking, etc. In addition, the enterprise pays attention to the students' experience when recruiting the new students, including the experience of enterprise practice, social practice, and the experience of community activities and student cadres in the school. Based on the analysis of enterprise talent demand, combined with the investigation of students' and graduates' ability demand, this paper constructs a talent competency model from five aspects of knowledge, skill, self-concept, traits and motives based on McClelland general iceberg model. The competency model of Business Administration graduates is shown in Table 1.

Table 1 :   Competency Model of Business Administration Graduates

Competency	Essential factor	Key behavior description
A. Knowledge	A1. General knowledge	Cultivate healthy citizens with broad vision, scientific and humanistic spirit.
	A2. Professional knowledge	Professional knowledge of Business Administration, such as enterprise digital operation, business analysis, etc.
	A3. Education level	Get bachelor degree.
	A4. Relevant experience	Have enterprise practice experience, social practice experience or community activity experience, etc.
B. Skill	B1. Customer service capability	Explore and meet the needs of customers, and provide customers with satisfactory service.
	B2. Teamwork and communication	Team work and effective communication in harmonious interpersonal relationship.
	B3. Using modern tools	Use modern enterprise management analysis method and digital means.
	B4. Data analysis ability	Data mining, data analysis and data visualization.
	B5. Executive ability	Strong sense of time management, and be able to implement the plan in time.
	B6. Innovation and entrepreneurship	Have critical thinking, have certain innovation ability and entrepreneurial ability, and can be applied to practice.
	B7. Writing and expression skills	Master structured writing methods, and be able to express accurately.
	B8. Learning and comprehension	Lifelong learning and conscious learning.
	B9. Digital management capability	Use modern digital technology to realize the management activities and methods of R & D, planning, organization, production, coordination, sales, service, innovation and other functions.
	B10. Scientific decision making	Have strategic thinking and be able to make scientific decisions.
C.Self-concept	C1. Sense of responsibility	Have a clear understanding of their own authority, and have a sense of responsibility and professional ethics.
	C2. Self management	Can arrange and manage their own time and goals.
	C3. Self motivation	Work hard for the set goals, that is no need for

		external rewards and punishments.
	C4. Stress management	Face the pressure positively, and release the pressure through the healthy way.
D.Traits	D1. Initiative	Set goals independently and often exceed their expectations.
	D2. Self-confidence	Have confidence in all aspects of their ability, and adhere to their own ideas.
	D3. Will	Have perseverance and drive.
	D4. Optimistic and positive	Work happily with strong positive energy.
E.Motives	E1. Desire for achievement	Have ambition and enterprising.
	E2. Influence	Influence and change other people's thoughts and behaviors.

4. Determine the Talent Training Objectives of Business Administration

On the basis of the construction of the competency model of "management plus digital" talents, the paper defines the talent training objectives based on the school-based objectives and national standards requirements. The direction of Business Administration can be determined as digital operation of enterprises. To adapt to the needs of national digital economy, students should have international vision and innovative spirit. For knowledge, students should master general knowledge and professional knowledge systematically, such as management, economics, data science and so on. For skill, students should possess digital management, business operation, business data analysis and other capabilities. Finally, students can engage in business management activities in industrial and commercial enterprises. The following objectives shall be achieved when students graduate.

Objective 1: Graduates should have international vision and innovative spirit. They can enhance character, cooperate with others, diligent in thinking and be good at communication.

Objective 2: Graduates are competent for the job such as strategic management, marketing, human resource management, operation management, project management, etc. They are proficient in digital management and business data analysis.

Objective 3: Graduates can deepen business and logic thinking. They have leadership literacy and overall thinking of stakeholders. Through practice, they can improve the ability of dealing with uncertainty, scientific decision-making and organizational balance.

Objective 4: Graduates should keep up with the pulse of the times, insight into the information and technology of enterprise management. They have the ability of independent learning and lifelong learning, to adapt to the needs of career development and improve the competitiveness of the workplace.

5. Implementation Path of Talent Training of Business Administration

To ensure the smooth realization of the talent training objectives, we need to optimize the curriculum system, transform and upgrade the practice teaching, promote students' learning experience, and guarantee the quality of talent training.

5.1 Optimize the Curriculum System

Guided by high-quality employment, with student development as the core, Business Administration major should design a "platform + hierarchical" training framework. Platform refers to general education platform course, business platform course, and branch characteristic platform course. Hierarchical level designs different workshops, innovation and entrepreneurship training, employ-ability enhancement program, etc. Give consideration to the cultivation of general knowledge ability and professional ability, the curriculum system should implement the curriculum of "big platform + small specialty". Big platform refers to public basic courses and business basic courses, such as Management and Economics. And small specialty refers to the professional characteristics, such as Operation Management and Sales Management. The professional courses

module consists of professional basic courses, professional practice courses and digital skill courses. The digital skill module should include courses, such as enterprise digital transformation, python big data analysis, digital customer management, Internet business model innovation and other courses.

Combined with the talent training program of Business Administration, the courses are classified and constructed by the implementation opinions of "the Ministry of education on the construction of first-class undergraduate courses". It is classified 5 sorts as follows: online first-class courses, offline first-class courses, online and offline mixed first-class courses, virtual simulation experiment teaching first-class courses, social practice first-class courses.

5.2 Upgrade the Practice Teaching

In order to meet the actual needs of enterprises, practice teaching should be organically integrated into the professional teaching system. Business Administration should increase the proportion of credits for professional practice teaching. The major can implement "3 + 1" college-enterprise joint cultivation mode. In the first three academic years, students mainly study on campus to complete the required courses. In the fourth academic year, students mainly practice off campus to complete high-quality internship and graduation thesis writing. High-quality internship can choose to practice from well-known enterprises at home and abroad. It also can choose to participate in customized training projects from relevant enterprises, which is equivalent to graduation internship. And those who perform well in customized training projects can directly enter the grassroots management positions of customized enterprises for employment.

In addition, the practical certificate training system should be constructed. After participating in ERP, digital platform and other related courses, students can meet certain requirements and obtain the recognition from SAP, Alibaba and other enterprises, proving that students have obtained the corresponding professional skills. At the same time, students are encouraged to obtain professional certificates, which can be used to replace corresponding course credits, for example senior digital manager certificate. Moreover, the major should introduces "1 + X" certificate, which enhance students' practical application ability. As a result, graduates can be integrated into the workplace without too much on-the-job training.

Through in-depth cooperation with top enterprises, we can promote students' high-quality internship. And take joint laboratory as the carrier, we can cultivate students' core ability of employment. Moreover, we can establish cooperative relationship with enterprises to increase students' employment opportunities through professional practice and graduation practice. Enhance the links with enterprises and form a strong talent information network, so that enterprises can recommend Business Administration students to enter relevant enterprises for employment.

In the light of the enterprise digital business model, Business Administration will do the digital scene simulation training to improve the digital literacy of all students and to realize the practice of digital talent training[3], that based on the specific business needs of the enterprise and rely on the digital enterprise platform. Finally, we can shape the knowledge system through the real digital business environment, including human resources, intelligent manufacturing, digital marketing, etc.

5Promote students' learning experience

In the process of teaching, teachers pay attention to the integration of teaching, research and case. Teachers can transform scientific research achievements into teaching cases, which can be applied in teaching. And, case construction is one of the indicators to measure teachers' performance in performance appraisal. Teachers use case teaching and introduce real business problems in the class, and students need to come up with creative solutions. In addition, teachers should adopt flipped classroom, tutorial system and other teaching modes, and improve the assessment methods[4].

Some courses are driven by skills competition, such as business thinking and case practice, which can embed the competition content into the course content in the form of projects. At the same time, students are encouraged to use their learning achievements to participate directly in discipline competition. For example, the learning achievements of Introduction to Entrepreneurship Management can be directly used to participate in the competition called "Internet + " College

Students' Innovation and Entrepreneurship Competition. Meanwhile, teachers can also timely motivate students in the form of curriculum assessment, so as to realize the integration of competition and learning.

Combined with the characteristics of business, Business Administration students should play two roles of students and professionals after entering the school. As to improve students' business literacy, each student is required to join a research institute or student studio, and is required to participate in teaching and research projects as a professional.

6Guarantee the quality of talent training

To ensure the high quality of talent training objectives, teachers should determine the system and norms of curriculum standardization, following the OBE concept and taking students as the center. In addition, teachers should pay attention to quality assurance and follow-up investigation in the whole process of personnel training.

Business Administration should build PDCA cycle of teaching quality management from the teaching quality objectives, teaching process management, teaching quality monitoring and evaluation, and teaching quality feedback system[5]. The major needs to update the teaching content constantly, combined its own conditions with social needs. With teaching management as the main starting point, we should carry out strict management from the aspects of specialty construction, curriculum construction, teaching links, teaching management rules and regulations. At the beginning, middle and end of each semester, special inspection shall be conducted on the implementation of teaching plan, the operation of teaching work, the style of teaching and study, etc. And it realizes the full coverage of teaching operation process monitoring through the teaching weekly, supervision information feedback meeting, teacher-student forum and other forms of feedback. At the same time, we should build a multi-faceted teaching evaluation system, which pay attention to both teaching evaluation and learning evaluation, combined process evaluation with end evaluation. In addition, the major should improve the information level of teaching management through the personnel training work status data collection and management platform.

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