MBA Competency Enhancement Strategies in the Digital Economy Environment

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Abstract: The digital economy is the core new driving force for high-quality development, affecting many fields such as economy, industry and education, and bringing opportunities and challenges to the training of MBA students. Therefore, it is very important for the future development of MBA to analyze the existing problems in the ability training of MBA in the digital economy environment and put forward targeted countermeasures. On the basis of an overview of the concept of digital economy and the ability of MBA, combined with the analysis of the development status and future trend of MBA education, this paper puts forward optimization suggestions such as the precise construction of a teaching and training system in view of the practical problems such as the unclear direction of MBA training, in order to improve the comprehensive ability of MBA and cultivate high-quality compound talents that meet the development needs of the digital economy era.

1. Introduction

In recent years, the MBA education system has gradually matured, the number of training units has increased year by year, and the number of MBA applicants has reached a new high every year. However, with the advent of the digital economy, various industries have gradually realized artificial intelligence operations, which mean that enterprises only need a few managers to achieve efficient and high-quality work goals. Therefore, in the face of the huge challenges brought about by the digital economy, the cultivation of MBA talents in China's colleges and universities should not only strengthen and consolidate their professional theoretical knowledge, but also improve their practical ability, and pay attention to the close combination of theory and practice. In the context of digital economy, the comprehensive cultivation and development of MBA talents with comprehensive theoretical knowledge and practical innovation ability has become an inevitable requirement for further implementing quality education and vigorously improving the level of higher education, so that the improvement of MBA ability will develop in the direction of systematization and digital intelligence.

2. Digital Economy and Master of Business Administration Competency Requirements

2.1. The Digital Economy has put forward New Requirements for Talent Training

The digital economy is a new economic form based on big data and using communication technology as a means to deeply integrate emerging technologies such as big data, artificial intelligence, mobile Internet, cloud computing, and blockchain with the real economy. Driven by emerging technologies, the digital economy has gradually formed the characteristics of platform support, data enrichment, resource sharing and decentralization [1]. First, in the digital economy environment, big data needs to rely on the platform to identify and screen, provide information infrastructure for enterprises and education systems, and promote the development of value chains, capital chains, and information chains from traditional linear relationships to network interactive transmission, so as to achieve cross-time and space collaboration. Second, in the digital economy

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environment, various data analysis software helps MBAs to efficiently and accurately collect and calculate large amounts of data, which in turn requires them to consolidate their basic theoretical knowledge and improve their practical ability in the actual operation process. Third, in the era of digital economy, resource sharing has become a new business philosophy, and talents, technology, capital and other elements can be freely combined and cooperated with the help of digital platforms to obtain economic resources in the most effective way of cooperation. In the case of MBA education, resource sharing also includes the process and results of practical operations. In the process of business operation, students will inevitably encounter problems that are not covered in the classroom in the actual operation, and at this time, students can obtain relevant knowledge through various online platforms and search engines to improve the basic ability of MBA students. In the digital economy, due to its decentralized nature, students can use network technology to connect with tutors inside and outside the school, improve work efficiency, and avoid wasting time and energy. The school can also communicate with the off-campus practice unit in real time to assess the students' practice process to ensure that the assessment is timely and effective.

2.2. MBA competency development

The ability of MBA refers to the ability of students to use theoretical knowledge and professional skills to propose specific solutions to solve various enterprise problems in reality, and to apply theory to practice, including practical operation ability, comprehensive application ability, numerical analysis ability, vocational ability, etc [2]. First, in improving the MBA ability, students should be able to help decision-makers extract valuable information from enterprise data, analyze and predict based on data, and turn it into valuable recommendations for business decisions. Second, as a comprehensive management discipline, MBA students should master a variety of knowledge and realize the combination of theory and practice in theoretical learning. Third, data analysis ability is not only a simple data statistics and display, but also needs to master effective data analysis methods and apply them to practical work on the premise of understanding the industry background and professional knowledge. Fourth, in addition to mastering theoretical knowledge and linking it with operational ability, the ability to comprehensively apply is also required for the Master of Business Administration.

2.3. The Significance of Improving the Ability of MBA in the Digital Economy

2.3.1. An Inevitable Choice to Adapt to the Needs of Society in the Digital Economy Environment

In the digital economy environment, the vigorous development of artificial intelligence has led to a gradual reduction in management positions, forming a situation of "more monks and less porridge". When recruiting MBA students, companies often prefer students with certain internship experience and strong practical ability. Therefore, colleges and universities should pay special attention to the cultivation of students' practical ability when cultivating talents.

2.3.2. Improve the Practical Training System for MBA

The duration of the MBA is usually three years, and due to the short duration, teachers tend to impart theoretical knowledge in the form of immersion in the teaching process, thus ignoring practical teaching. In the era of digital economy, colleges and universities pay attention to the cultivation and improvement of practical ability, broaden the scope of practical teaching, enrich the practical teaching links, increase the intensity of practical teaching, and take the cultivation of theoretical teaching and students' network technology application ability as the leading factor, which is conducive to improving the training system of MBA in colleges and universities and solving the problem of mismatch between theory and practice.

3. Problems in the Ability Training of MBA in the Digital Economy

3.1. The Direction of the Practical Training of MBA Needs to be Clarified

Combined with the requirements of the Academic Degrees Office of the State Council and the characteristics of MBA training, the MBA Education and Guidance Committee has successively issued the MBA training program and guidance outline, but more consideration is given to the goals and needs of MBA talent training in the traditional environment, and it fails to fully reflect the teaching methods and training objectives of MBA students in the digital economy environment, and how to further clarify and refine the MBA training program suitable for the digital economy environment. It is a key problem that needs to be solved urgently in the process of training MBA talents.

3.2. The Results of the MBA Practical Tutor are not Satisfactory

MBA students should be taught by well-known professors from university business schools and business elites to ensure that MBA classrooms have both novel theoretical knowledge and rich practice. Well-known professors have many scientific research and teaching tasks, and it is difficult for elites in the business world to have sufficient time for classroom preparation and teaching work, so it is difficult to achieve the desired results in the actual implementation process [3]. At present, many schools are also trying to implement the teaching mode of "dual tutor system", that is, each MBA student is guided by two tutors from inside and outside the school at the same time, and the tutors are teachers with rich professional knowledge and theoretical literacy in colleges and universities, who are responsible for teaching students' basic theories and data analysis in theoretical courses and academic papers. The off-campus tutors are practical experts with rich experience in the enterprise, who are mainly responsible for guiding students to cultivate practical skills such as internship practice and solving practical problems in their dissertations. This model has achieved some results, but in the process of implementation, there is still a lack of communication between tutors inside and outside the school, and tutors outside the school are busy and have no time to take care of students, and the actual training effect needs to be improved.

3.3. The Data Analysis Ability of MBA Students Needs to be Improved

Data analysis ability is not only a simple data statistics and display, but also needs to master rich and effective data analysis methods on the premise of understanding the industry background and professional knowledge, and combine it with practical work to process data and apply results. In the digital economy environment, MBA students still lack sensitivity to digital technology and environmental changes, and some students even think that just learning the courses taught in the school is enough to cope with the different work needs of society, and it is easy to ignore the learning of relevant competency theories required for the practice of MBA in the digital economy environment, such as the theory of data analysis ability, resulting in many students' data analysis ability not meeting the relevant training standards and the actual needs of enterprises and institutions.

3.4. The Comprehensive Application Ability of MBA Students Needs to be Strengthened

First, the curriculum system is not rich enough. Classroom education is the foundation of teaching, and any teaching should be based on classroom education. Therefore, if you want to cultivate business administration talents with certain comprehensive application skills, so as to meet the needs of enterprises, classroom education is the fundamental guarantee. At present, the training of MBA students in various schools is still taught by academic experts, and the professional graduate students trained mainly focus on academic research, and do not pay enough attention to practical courses such as corporate strategy, resulting in the poor ability of MBA students to comprehensively apply the theoretical knowledge and practical operation of different courses, and cannot well meet the needs of society. Second, the training process does not pay attention to integration. At present, the training system of MBA students in various schools is still mainly based on theoretical education, and the practical education class time is relatively small, and the

integration of theoretical knowledge and practical operation is not emphasized, which can easily lead to a serious derailment of the theoretical knowledge and practical operation of MBA students. However, the lack of practical education is not conducive to students to examine the loopholes of their own theoretical knowledge, which makes it difficult for students to ensure the learning quality in comprehensive practical training, and is not conducive to the improvement of students' comprehensive application ability.

4. Optimize the Ability Training Strategies of MBA in the Digital Economy

4.1. Clarify the Direction and System of Practical Training

Precision teaching is a new form of teaching empowered by digital intelligence, which can promote the dynamic and controllable teaching process, quantify the assessment of teaching results, and help optimize the teaching method and teaching strategy of MBA. In order to build a training system suitable for the digital economy environment, it is particularly important to build a precise teaching system based on accurate goal establishment, accurate content formulation and accurate assessment and evaluation.

4.2. Improve the Role of Practical Mentors

Instructors should focus on improving students' theoretical knowledge and professional skills through classroom teaching, and improve students' data analysis, comprehensive application and logical thinking skills through classroom teaching and thesis guidance. It is also important to develop the physical skills of the instructors in the school. The school should regularly invite experienced practical experts to the school to give special lectures to improve the practical experience of teachers in the school, and can also encourage teachers to improve their practical ability through enterprise postdoctoral and enterprise part-time work. External tutors should focus on cultivating students' ability to conduct field trips, collect data, and solve practical problems through practical courses and thesis guidance. Colleges and universities can hire outstanding experts with practical experience from the government, enterprises, research institutions and other fields to serve as external tutors, and use the practical experience of external tutors and high-quality resources such as enterprise positions and data to promote the healthy and rapid development of MBA teaching and training.

4.3. Enhance Students' Practical Skills

First, theoretical education should be strengthened. Theoretical education refers to teaching activities with theoretical knowledge as the main content and classroom lectures as the main form. On the one hand, the digital environment expands the theoretical teaching resources. In the digital economy environment, Internet technology provides MBA students with more abundant learning resources and tools, and classic case resources such as the China Professional Degree Teaching Case Center can be used in the teaching process to help students better understand the theoretical knowledge and practical process. On the other hand, digital technology can effectively improve the way and effect of theory teaching. Theoretical teaching can use network pictures, videos, audio and other resources to create a highly simulated and interactive learning virtual scene, eliminate the atmosphere pressure of the traditional classroom, make theoretical education more relaxed and interesting, enhance students' interest in learning, and improve students' learning efficiency. The second is to promote the construction of off-campus practice bases. In the digital economy environment, the assessment method of MBA students in colleges and universities should break the traditional single assessment mode of "theory examination + practice report", and increase the construction, application and assessment of off-campus practice bases. After the school and the enterprise establish a practice base, it should improve the management system of the practice base, make full use of the advantages of the digital economic environment, and adopt the methods of "practice supervision", "dual tutors" and "online check-in" to strengthen the dynamic real-time supervision of the practice process of MBA students.

4.4. Enhance Students' Data Analysis Skills

First, in the era of digital economy, in addition to the teaching content that adapts to the times, there must also be teaching modes and methods that adapt to the times. At present, the teaching of MBA is still mainly based on board books and PPT, and this teaching mode needs to be changed, and the teaching method needs to be innovated to enhance students' interest in learning. The second is to add cutting-edge courses. At present, there are still few courses involving data analysis and mining, and more emphasis is placed on theoretical teaching and less on practical teaching in the teaching of decision support and data management. Schools should optimize the curriculum in light of the background of the digital economy environment, add special courses, and highlight case teaching, so that students can understand the development trend of the industry and keep up with the pace of economic and social development. At the same time, the school should cultivate the digital thinking ability and the ability to solve practical problems of MBA students, such as setting up data analysis courses, mastering quantitative analysis tools such as Excel, Python, and Stata, and improving the ability to quantitatively analyze system data. Schools can also improve students' digital thinking skills such as overall data view and data sensitivity through practical links such as subject competitions and case studies in the teaching process.

4.5. Strengthen Students' Comprehensive Application Ability

The first is to improve classroom education. On the one hand, it strengthens the grasp of basic theories among MBA students. Theory can guide practice, and teachers should put theoretical education in the first place when constructing their own teaching system. On the other hand, learning should be clear about the importance of innovation. Any knowledge is not immutable, they will gradually take shape with the passage of time, and then replaced by a new and more reasonable knowledge system, so teachers should pay attention to cultivating students' sense of innovation in the teaching process, and then develop their innovation ability, so that they can draw inferences from the knowledge they have learned, so as to promote the improvement of students' personal quality, so that they can move towards applied business administration talents. The second is to focus on the use of digital technology and the network environment. With the rapid development of digital technology in modern society, it has become inevitable for most colleges and universities to borrow digital technology to improve the quality of teaching. The digital teaching of MBA involves the digitization of classroom teaching methods and the networking of extracurricular experiments. In the classroom teaching activities of MBA, digital technology should be actively used to improve the teaching effect and increase the openness of teaching activities. At the same time, the network construction of MBA extracurricular experiments should be strengthened and relevant software should be used to establish a virtual experimental environment outside the classroom. In this environment, students can concretize and realistically play their roles, fully demonstrate their business management talents in virtual enterprises, and lay a good foundation for their future "working life". The third is to pay attention to the training link. Practice is the carrier of theory, through which the learned theories can be tested, and then improve their own theoretical system and improve their application ability. Therefore, it is necessary to increase relevant practical courses, so that students have the opportunity to apply theory to practice, and timely practice what they have learned through a certain mechanism, so as to help students find the loopholes in their own knowledge system, and at the same time, to improve students' comprehensive application ability, so that the comprehensive ability training of applied MBA is more in line with the requirements of enterprises.

5. Conclusion

With the help of information tools and means, the big data information such as students' participation behaviour, learning attitude, interactive behaviour, and learning performance in the classroom is accurately recorded, and the ability training effect of MBA students is dynamically improved through rigorous mathematical analysis and logical construction. Precision teaching

empowered by intelligent technology effectively provides convenient data experience and intelligent services for teachers, students, and education managers. At the same time, it will also bring new education models, teaching models and learning models to build a new education ecology that is interconnected, accurate and intelligent.

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