

# Research and Practice on the Professional Training Mode of Business Administration Based on the Integration of ‘Position, Course, Competition and Certificate’

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**Abstract:** With the rapid development of China's social economy, the training mode of business administration professionals is in urgent need of innovation. In this paper, we take ‘position course competition certificate’ integration as the core to explore the practice of business administration professional training mode. Firstly, it analyses the problems of insufficient practical ability and low comprehensive quality that exist in the current training of business administration professionals. Secondly, through the integration of position demand, course setting, skill competition, and vocational certificate, we can achieve a high degree of connection between talent cultivation and market demand. Finally, the paper proposes that educational institutions should strengthen the construction of dual-teacher faculty, develop three-dimensional teaching resources, expand high-quality internship bases, and fully mobilize the enthusiasm of students to participate in competitions and certificates through the implementation of credit replacement and other initiatives. The purpose of this paper is to provide a useful reference for the reform of business administration education in China, in order to adapt to the economic development and social needs and to cultivate business administration professionals with high-quality and strong abilities.

## 1. Introduction

With the continuous development of China's economy and the intensification of market competition, business administration majors, as an important base for cultivating talents in enterprise management and social management, are facing unprecedented opportunities and challenges. In recent years, the position of business administration majors in universities has become more and more prominent. Still, at the same time, it also reveals some problems, such as the single mode of talent cultivation, insufficient practical ability, and out of touch with the needs of enterprises. Under such a background, it is of great significance to explore a mode of training for business administration majors based on the integration of ‘position, course, competition and certificate’.

## 2. Connotation and Training Objectives of Position Course Competition Certificate Integration

### 2.1. Connotation of the Integration of Position Course Competition and Certification

First, the close integration of job requirements and curriculum. Under the position course competition certificate integration mode, the curriculum closely revolves around the job requirements, aiming to train students with the knowledge and skills required by the job [1]. Universities and colleges, through an in-depth understanding of the development trends of industries and enterprises as well as job requirements, make timely adjustments to the course content, ensuring that the curriculum is more targeted and practical. In addition, the course teaching process focuses on the combination of theory and practice, strengthening students’ practical ability and improving students’ competitiveness in employment.

Secondly, the organic combination of course learning and discipline competition. Under the mode of position-course competition and certificate integration, course learning and discipline competition promote each other and combine organically. By participating in subject competitions, students can apply the knowledge and skills learned in the courses to actual operation and improve their practical ability and comprehensive quality. At the same time, the results of the competition can also feedback to the course learning, prompting students to pay more attention to the course learning and improve the quality of the course [2].

Third, the mutual promotion of certificate certification and course learning. Under the mode of position-course competition and certificate integration, certificate certification and course learning form a mutually promoting relationship [3]. Students can test their mastery in course learning and improve their professionalism and competitiveness by taking the certificate certification exam. And course learning provides a solid foundation for certificate certification, helping students better pass the certification exam. In addition, certificate certification can also provide students with more employment opportunities and development space.

## 2.2. Cultivation Objectives of Business Management Major

Based on the ‘ position, course, competition, certificate’ integration of business administration professional training mode, aims to cultivate applied and innovative business administration professionals with the following knowledge, skills, and quality development ability, to meet the needs of China's economic development and the transformation and upgrading of enterprises. The training objectives are shown in Table 1 [4].

Table 1 Objectives and contents of training.

Training Goal	Concrete Content
<b>Knowledge Requirements</b>	(1)To master the theories, principles and methods of modern economic management; (2) To master the theoretical frontiers and development dynamics of the discipline through the practical teaching of industry-university-research integration; (3) To master the general knowledge of psychology, science and technology, language and literature.
<b>Competency Requirements</b>	(1)Be able to apply scientific methods and acquire knowledge; be able to construct one's own knowledge system through certain methods; (2)be able to apply management theories and methods to analyse and solve theoretical and practical problems; (3) have strong organisational and communication skills with exploratory and critical thinking skills, and constantly try to innovate in theories or practices.
<b>Quality Requirement</b>	(1)Cultivate students to practice socialist core values, have a strong sense of social responsibility and public awareness, pay attention to social issues, actively participate in social welfare undertakings, and create value for enterprises and society. (2)have an international perspective, a certain degree of judgement, master innovation and entrepreneurship skills, and systematically analyse and solve the management problems of organisations; (3) have a high level of humanistic literacy, strong interpersonal skills; optimistic and positive life, and a sense of responsibility; (4) have a healthy physique and psychological quality.

### **3. Challenges and Problems of Position, Course, Competition, and Certificate Parenting Model**

#### **3.1. Inaccurate Position Orientation**

Inaccurate job positioning is a core problem in the nurturing model. First, when formulating talent training programs, we fail to fully investigate the development trend and talent needs of the relevant industries, resulting in a disconnect between the curriculum and teaching content and the actual job requirements. This will make students face employment difficulties after graduation, and the employment needs of enterprises are not met. Secondly, the curriculum lacks pertinence and fails to be adjusted according to the actual needs of jobs, which makes it difficult for students to master the skills required in the actual work in the learning process. This not only affects the employment competitiveness of students but also may lead to enterprises spending a lot of energy on pre-service training in the use of new employees. Thirdly, in the teaching process, the traditional teaching methods used often make it difficult to simulate actual work scenarios, making it difficult for students to gain practical work experience in the classroom. This will lead to a longer period for students to adapt to the working environment after graduation, affecting their career development. Fourth, in the process of talent cultivation, the cooperation between schools and enterprises is not close enough, and the participation of enterprises is low. This makes it difficult for schools to fully consider the development trend and actual needs of the industry when training talents, which in turn leads to inaccurate job positioning. Fifth, in the process of educating people, the school's guidance on students' career planning is insufficient, resulting in a lack of clear direction for students' career development. This will make students feel confused when facing employment choices, which in turn affects their career development.

#### **3.2. Low Participation in Competitions**

The low enthusiasm of students' participation in the competition will, to a certain extent, affect the subsequent teaching and internship effects. On the one hand, some students do not have a high degree of awareness of professional competitions, do not understand the importance and value of competitions, and lack the motivation to participate in competitions. On the other hand, although some students have some knowledge of the competition, they are limited by their own skills and ability level, and are worried about poor performance in the competition, thus choosing to avoid it.

#### **3.3. Mismatch between the Certificate and Actual Ability**

In the current professional education of business administration, the phenomenon of mismatch between certificates and actual ability is more common. This is because some students pay too much attention to the acquisition of certificates in the process of education, and there is the phenomenon of 'learning for the sake of the certificate'. In part of the certificate examination, the proportion of theoretical knowledge is higher than practical knowledge, which leads to students neglecting the cultivation of practical ability, so there is the phenomenon of 'theoretical knowledge is a good idea, but the practical aspects are difficult to say'.

#### **3.4. Lack of Effective Evaluation System**

First of all, the current evaluation system focuses too much on the examination of theoretical knowledge and ignores the evaluation of practical ability. This directly affects the students' choice of subjectivity, too much attention to theoretical knowledge in the learning process, while neglecting the cultivation of practical ability, and then can not effectively combine theory and practice organically. Secondly, the degree of enterprise participation in the evaluation system is low. Enterprises, as the important main body of talent use, its evaluation of students and suggestions for the improvement of talent training mode has an important guiding significance. However, in the current evaluation system, the participation of enterprises is insufficient, which limits the comprehensiveness and objectivity of the evaluation system to a certain extent. Again, the degree of diversification of the evaluation system in some institutions is not high. The current evaluation system is mostly based on examination results, less involved in the evaluation of students'

comprehensive quality, this single evaluation method makes it difficult to comprehensively reflect the ability and development potential of students. Finally, the feedback mechanism of the evaluation system of some institutions is not perfect. In the current evaluation system, the evaluation results generated in the teaching process are not timely feedback to students, making it difficult for students to find their shortcomings, thus affecting the relevance and effectiveness of learning.

#### **4. Practical Strategies and Methods of Position, Course, Competition and Certificate Nurturing Mode**

##### **4.1. Work Task-Oriented, Implementation of Modular Teaching**

The core of education and teaching reform of business administration majors lies in the innovation of talent cultivation mode to meet the needs of society and enterprises. Work task-oriented, modular teaching is implemented to combine theory and practice, which helps to improve students' professional quality and vocational skills. On the one hand, teachers need to design the teaching content and practical links according to the actual work tasks, so that students can fully experience the actual work scene in classroom learning, and cultivate students' professionalism and teamwork ability. In addition, teachers need to pay attention to the development of the industry and constantly update the teaching content to meet the needs of enterprises for talent. On the other hand, modular teaching can design targeted practical teaching content according to the professional direction and enterprise demand. For example, the actual cases of enterprises are introduced into teaching, so that students can learn to apply the knowledge they have learned in the process of solving practical problems. At the same time, modular teaching helps teachers to carry out personalized teaching according to students' interests and strengths, to improve students' learning interests and effectiveness.

##### **4.2. Incorporate Industry Standards and Dynamically Adjust Course Content**

First of all, docking enterprise job family, and clear course objectives. Through an in-depth understanding of industry demand, analyze the corresponding job families of business administration majors, and clarify the teaching objectives of each course. The course objectives should focus on cultivating students' professional skills, comprehensive quality, and practical ability so that students can quickly adapt to the demands of the workplace. Secondly, integrate the industry standards and optimize the course content. According to the latest knowledge, technology, techniques, and methods in the industry, the course materials should be updated in time, so that they can be closely integrated with practical applications. In addition, it is also necessary to pay attention to the national policy orientation, integrate relevant policies and regulations into the curriculum, and improve students' policy awareness. Once again, strengthens practical teaching and enhances students' hands-on ability. Through cooperation with enterprises, develop practical on- and off-campus training bases to provide students with opportunities for practical exercises. Strengthen school-enterprise cooperation, jointly develop practical teaching materials, introduce actual cases into the classroom, and cultivate students' ability to solve practical problems. Finally, dynamically adjust the curriculum. According to the development trend of the industry and the needs of enterprises, the curriculum system is regularly evaluated and adjusted to ensure that the content of the curriculum advances with the times [5]. Universities and colleges, at the same time, focus on the articulation between the courses to form a complete knowledge system to provide students with comprehensive academic support.

##### **4.3. School-Enterprise Co-Operation to Improve Students' Practical Ability**

To realize the professional training mode of business administration based on the integration of 'job, course, competition and certificate', the construction of a practice teaching base is crucial. Through school-enterprise cooperation, schools and enterprises can jointly develop practical

teaching resources and build practical teaching bases with industry characteristics, to improve students' practical ability.

First, schools should establish a long-term and stable cooperative relationship with enterprises, discuss talent training programs together, and ensure that the content of practical teaching is closely linked to the needs of the industry. Enterprises should actively participate in the educational and teaching activities of the school and provide students with opportunities for practical operation and internship training [6]. Secondly, schools and enterprises should jointly develop practical teaching projects, cases, and teaching materials, and integrate the actual business scenarios of enterprises into teaching, so that students can be exposed to the actual operation of enterprises during the school period and improve their practical operation ability. Thirdly, schools should work together with enterprises to build practice teaching bases with multi-functional and real-world operations to provide students with practical training places that simulate the environment of enterprises. The practical teaching base should cover all aspects of enterprise operation, such as marketing, financial management, human resource management, etc. so that students can carry out practical operations in a real environment. Fourthly, schools should organize all kinds of practical teaching activities with enterprises, such as practical training projects, professional internships, and enterprise visits. Through these activities, students can gain an in-depth understanding of enterprise operations and improve their practical ability. Fifth, students are encouraged to participate in various professional competitions, such as marketing planning competitions, business management simulation competitions, and so on. Through the competitions, students can test their professional knowledge and practical ability, and further improve their comprehensive quality. Sixth, schools can implement a credit replacement system to encourage students to participate in practical activities, and competitions and obtain vocational certificates. This can motivate students to actively participate in practical teaching activities and improve their professionalism. Seventhly, schools should strengthen the construction of teachers and train 'dual-teacher' teachers with rich enterprise experience and teaching ability. The construction of teachers is of great significance in improving the quality of practical teaching.

#### **4.4. Establish and Improve the Teaching Quality Assessment System**

A teaching quality assessment system is an important means to measure the effect of training for business administration majors. In order to ensure the effective implementation of the business administration professional training mode based on the integration of 'job, course, competition and certificate', it is necessary to establish a set of scientific, reasonable, and efficient teaching quality assessment systems.

Firstly, a diversified assessment standard should be formulated. The assessment system should give full consideration to the development of student's professional knowledge, practical ability, innovation ability, professionalism, and other aspects. By setting different assessment indicators, students' learning outcomes are comprehensively evaluated. Second, strengthen the process evaluation. Emphasis is placed on students' performance in the learning process, and the evaluation of classroom performance, completion of assignments, and results of practical projects is increased. Process evaluation can help students develop good learning habits and improve teaching quality. Thirdly, introduce the evaluation of industrial enterprises. Educational institutions should invite enterprise experts to participate in teaching quality assessment and measure students' comprehensive ability by industry standards. This can ensure that the training program is closely integrated with the actual demand, and also inspire students to actively participate in vocational education activities. Fourth, establish a feedback mechanism for teachers. Teachers are encouraged to continuously reflect on and adjust their teaching methods in the teaching process to improve teaching quality. By establishing a feedback mechanism for teachers, problems in teaching can be understood and solved in a timely manner. Fifth, strengthen the student satisfaction survey. Universities and colleges should conduct regular student satisfaction surveys to understand students' opinions and suggestions on the curriculum, teaching methods, practical sessions, and other aspects. In response to this feedback, they can optimize the teaching content and enhance student

satisfaction. Sixth, establish a teaching quality reward system. Universities and colleges should reward teachers and students who have outstanding performance in teaching, thereby stimulating the enthusiasm of teachers in teaching and students in learning. Seventh, continuously improve the assessment system. According to the social and economic development, industrial needs, and changes in educational policies, the teaching quality assessment system should be constantly adjusted and improved to ensure that it keeps pace with the times.

## 5. Conclusion

The 'position, course, competition and certificate' integration mode of business administration professional training is a set of comprehensive, efficient, and competitive training systems built around the market demand, with job as the guide, course as the carrier, competition as the promotion and certificate as the test. Firstly, the mode of integrating job, course, competition, and certificate effectively promotes the close combination of theory and practice. Through school-enterprise cooperation and the combination of work and study, the latest knowledge, technology, techniques, and methods of enterprises can be integrated into the teaching of the curriculum, so that students can grasp the industry dynamics for the first time and improve their professionalism and skill level. Secondly, the curriculum closely follows the job requirements, fully considers the different levels of students, and realizes personalized and differentiated teaching. Teachers in the teaching process, the competition to promote teaching, certificates to promote learning, stimulate students' learning interest and potential, and enhance the quality of education and teaching. Once again, by participating in various professional skills competitions, students can apply what they have learned to practical operations and exercise their comprehensive quality and teamwork ability. Finally, the certificate system provides students with an authoritative qualification system. Through course learning, industry practice, and certificate examination, students' vocational ability is comprehensively tested and improved, laying a solid foundation for their employment and entrepreneurship after graduation.

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