

Research on Preliminary Practice of Business Administration Brand Building

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Abstract: Business administration is an application-oriented major with strong practicality and innovation. It plays an important role in the survival and development of enterprises. However, due to the excessive popularization of the business management major, the current domestic business management education quality is uneven, so there is an urgent need for effective construction of the business management brand major. This article discusses the preliminary practice of building a professional business management brand.

1. Introduction

With the development of society, “brands” are no longer confined to commercial concepts, but are widely accepted and applied to various social classes, becoming an important content of competition in various fields. The construction of brand majors in colleges and universities is based on the original majors of colleges and universities, choosing strong and promising majors for construction. The construction of brand majors is first of all the training of high-quality talents that can meet the needs of the society, and it is also a major that conforms to social development. The construction of the university is of great significance to the formation of its own competitive advantage and reputation.

The business management major aims at cultivating high-level application-oriented talents who are comprehensive and adaptable, and are in line with the development of socialist modernization. It requires students to improve their practical ability and theoretical application ability on the basis of mastering theoretical knowledge and professional skills. Comprehensive applied disciplines. Compared with other majors, the business administration major pays more attention to the connection with the actual external applications. Its practical teaching is an important part of the entire teaching process and an important means of cultivating high-quality innovative and applied talents. At the 2015 Jiangsu University Brand Professional Construction Promotion Conference, Cao Weixing pointed out that the brand professional construction should work hard on the “four first-class”, one of which is to “strengthen practical training and teaching to create a first-class platform.”

2. The Status Quo of Brand Building of Business Management Specialty

Insufficient awareness of innovation and entrepreneurship. In terms of cultivating students' awareness of entrepreneurship and innovation, colleges and universities rarely regard innovation and entrepreneurship as the main goal of classroom teaching and practical teaching. Most colleges and universities pay more attention to the teaching of basic knowledge of business administration and the practice of related courses in the cultivation of talents, and lack sufficient attention to innovation and entrepreneurship education and lack of innovation and entrepreneurship awareness. Teachers lack of motivation for innovation and entrepreneurship, teachers' guidance to students is single and inadequate, and the awareness of cultivating students' innovation and entrepreneurship capabilities is insufficient. Students have long been influenced by traditional Chinese ideology, culture and education mode, are used to passively accepting, and lack the spirit and courage to think actively and be creative. Regarding innovation and entrepreneurship, most students do not take it seriously, and lack the enthusiasm and passion for participation and a correct understanding.

Outdated teaching concepts. Some colleges and universities have misunderstandings in the teaching concept of innovation and entrepreneurship. One misunderstanding is that innovation and entrepreneurship education is an entrepreneurial guidance for students with entrepreneurial intentions, and innovation and entrepreneurship education has only benefited a small number of students; another misunderstanding is that innovation and entrepreneurship Teaching is no different from general professional theoretical courses. Only relevant theoretical courses are set up, but the cultivation of practical ability is ignored. This has indeed cultivated students' practical ability to a large extent, but the requirements of society for business administration students are not limited to In terms of practical ability, the students' innovation quality and entrepreneurial spirit are equally valued. At present, most teachers in schools and universities have not yet formed a very clear understanding of innovation and entrepreneurship education, let alone a rational cognition, and the concept of innovation and entrepreneurship has not yet been formed. The concept of innovation and entrepreneurship education for business administration professional education is not yet mature.

The guarantee of basic education resources is insufficient. The quality and effect of innovation and entrepreneurship education depend on certain basic resources. As a relatively new field of ability, the basic resources for cultivating innovation and entrepreneurship capabilities in business management are relatively scarce at this stage. The outstanding performance is the following aspects: (1) Insufficient hardware. Many university laboratories or online education resources are extremely scarce, which will seriously restrict innovation and entrepreneurship education. The number of off-campus training bases in colleges and universities is small and the quality level is uneven, which does not provide a good platform for the cultivation of innovation and entrepreneurship capabilities. (2) Teachers lack of ability. After graduating from school, many teachers in colleges and universities directly teach and do not participate in practice. They have a serious lack of practical experience and innovation and entrepreneurial experience. Teachers do not have the ability of innovation and entrepreneurship, let alone the ability to teach innovation and entrepreneurship. It is difficult to guide students well.

The institutional guarantee system is incomplete. A good system can guarantee innovation and entrepreneurship education. The institutional system provides the leading norms of education and has a strong guiding role in innovation and entrepreneurship education. A complete security system can greatly reduce the resistance that students face in the process of innovation and entrepreneurship, and can also indicate the direction of entrepreneurship and pave the way for college students who implement innovation and entrepreneurship. However, most undergraduate colleges and universities do not pay enough attention to innovation and entrepreneurship teaching, and the management methods and systems, incentive methods and systems, and funding guarantee systems are not all reasonable, which seriously affects the innovation and entrepreneurship motivation of teachers and students.

The orientation of training objectives is not clear. At present, the orientation of training objectives of business administration talents in undergraduate colleges is not accurate. Most of the training goals of colleges and universities are relatively general, and there is basically no clear mention of the difference between the training goals of undergraduate and graduate-level business management talents. Most of the proposed training goals have no characteristics and are difficult to distinguish from the training goals of other universities, and most of them The orientation of talent employment pointed out by the training goal of the company is enterprises, institutions, scientific research departments and government management departments. Some colleges and universities pay attention to academic performance in innovation and entrepreneurship education, especially theoretical academic performance. In the specific training process, they still focus on conventional talent training programs, and the cultivation of innovation and entrepreneurship capabilities is only a formality.

The curriculum system is not sound. Generally speaking, compared with foreign countries, the proportion of basic courses such as mathematics, English, and computer in the curriculum system of business administration majors in my country is larger, while tool courses such as data analysis and statistics account for a relatively small proportion. Career development courses are designated as

business administration majors. Important courses for the employment direction of students are seldom offered or even though they are offered, they are not given enough attention. The prominence of the business management curriculum is four problems: (1) The curriculum is not practical. The curriculum content is not closely related to practice, and there are few curriculum arrangements for applied knowledge; the curriculum content mostly focuses on theory, and the curriculum content is aging, and cannot keep up with the needs of the development of the times. (2) The curriculum system is not strong. The prerequisite courses should prepare and pave the way for the follow-up courses, and the follow-up courses should be the upgrade and deepening of the prerequisite courses. However, the curriculum system of my country's business management major lacks relevance and does not pay attention to the cohesion between courses. (3) The business administration major is still in the exploratory stage in terms of targeted innovation and entrepreneurship courses. Many colleges and universities have set up entrepreneurship courses, but most of them are offered in the form of elective courses. There is no universal education, which leads to students' motivation for innovation and entrepreneurship. Not being fully guided. (4) Some colleges and universities believe that innovation and entrepreneurship education is a fast-track education, lacking lasting training of innovation and entrepreneurship capabilities, and failing to integrate the innovation knowledge system into the professional curriculum system. The problems in these courses are extremely unfavorable to the cultivation of innovation and entrepreneurship capabilities.

3. The Goal of Building a Professional Brand in Business Management

Build a first-class profession. Building a first-class business administration major is an accelerator that accelerates the promotion of undergraduate teaching to international standards. Therefore, it is necessary to establish a regional sharing mechanism, give full play to the professional advantages of business management brand, and form a strong exemplary and leading role among similar majors in domestic universities.

Cultivate first-class talents. The development of my country's market economy requires high-quality, specialized, new-type applied talents, which puts forward higher-level requirements and challenges to the talent training model of business administration colleges. In teaching, we focus on the multiple training of students' knowledge, abilities, and qualities, so that students can grow into high-efficiency and applied talents who are suitable for the social market and can contribute to the development of the market economy.

Build a first-class platform. It is necessary to adhere to the integration of production and education, and school-enterprise cooperation, actively build a collaborative education platform for universities, research institutions, and enterprises, and promote the docking of training and demand, and the interaction of scientific research and teaching. Increase the exchange of visits between teachers and students and mutual recognition of credits with overseas high-level universities to form an international cooperative education platform.

Produce first-class results. Build a first-class faculty team and cultivate a group of national-level business management teachers and teaching teams. Focusing on major hot issues in the frontiers of education and teaching, strengthen the education and teaching research of business management, deepen the reform of education and teaching, and cultivate major theoretical research results and landmark practical results.

4. Preliminary Practice of Brand Building of Business Management Specialty

Clarify professional training objectives. Starting from the needs of professional practice in the industry, constantly strengthening the requirements for skills training in practice. Professional knowledge is important for business management, but the training of students' professional skills and practical ability cannot be ignored. New comprehensive applied talents It can better meet the development needs of today's social market.

Continuously enrich teaching methods. Due to the limitation of the class hours in current

teaching activities and the weakness of teachers, the development direction of the business management profession is relatively small. Therefore, we recommend enriching the teaching methods. On the one hand, it can be carried out through the business management elective course, so that students can systematically learn the professional knowledge of corporate strategy and human resource management; on the other hand, it can also organize student clubs to enable students to participate in club activities. Learn and cultivate one's own interpersonal communication, public relations skills and sales negotiation skills.

Establish a brand specialty based on market demand. The transfer of professional knowledge of business management and the training of skill levels are all for contacting the real society and serving the society. Therefore, in business management professional education activities, the training of talents should also be focused on market demand-oriented, so that business management professionals can flexibly respond to changes in market demand.

Optimize training methods. In the current employment situation, the needs of the social market are not static. It will change with the management needs of the recruiting company. Therefore, in education and teaching, colleges and universities can change the traditional way of focusing on theory and neglecting practical training, and learn from foreign excellent Educational experience, such as the dual system of vocational education and training in Germany, cooperates with enterprises to enable students to learn theoretical knowledge in universities and conduct practical training in enterprises, so that students can complete the corresponding professional training during school. After graduation, both Possess practical work experience and can flexibly respond to the needs of the social market.

In addition, the construction of campus simulation laboratories can also be strengthened within business administration colleges. Use high-tech science and technology to build an ERP laboratory to meet the needs of school training.

5. Establish and Improve the Guarantee Mechanism for the Professional Brand Building of Business Management

Open competition mechanism. To improve the competition mechanism between universities and form a benign brand professional construction among universities, a regional sharing mechanism should also be established to give full play to the advantages of business management brand expertise, so that colleges and universities in the region can share resources for business management brand construction. Competitiveness should also be reflected in the declaration of project funds, so that all projects are declared openly and competitively within the prescribed scope of declaration.

Establish a project responsibility mechanism. In the process of building a major in business management, colleges and universities, as the responsible unit of the project, need to clarify the person in charge of the project, which is generally the main person in charge of the business school where the business administration major is located. The project implementation is based on the mission statement, clarifies the objectives and tasks, decomposes the construction project, strengthens the promotion measures, and implements the implementation responsibilities. Establish a project annual report system, focusing on feedback and evaluation from employers and third-party agencies.

Improve the performance appraisal mechanism. Determine the scientific, reasonable, practical, and measurable project review and performance evaluation index system scoring mechanism for the university's business management brand major, and evaluate it in one academic year (or semester). Really enhance the contribution of colleges and universities to economic and social development through "supporting needs", fostering and strengthening the unique advantages of colleges and universities through "supporting special", and enhancing the core competitiveness of colleges and universities through "supporting the strong", so that the construction of first-class universities and distinctive high-level universities foundation.

Adhere to the whole-process supervision mechanism. The implementation of the business management brand professional construction project must adhere to scientific and fair, standardized

management and strict procedures, pay attention to the standardized management of the implementation process, conduct key audits of project funds, investigate and deal with violations of regulations and disciplines in accordance with the law, and strive to make the college business management brand professional construction project clean Engineering, high-quality engineering and efficient engineering.

6. Conclusion

The construction of the business management brand specialty is the only way for the development of the business management specialty, and it is the requirement for cultivating high-quality innovative talents on the premise of adapting to social development. Therefore, the construction project for the business management brand specialty is imminent. It should be based on the actual development of universities and colleges, starting with professional development goals, teaching methods, keeping up with market demand, and optimizing training methods, and speed up the initial practice of brand building for business management.

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