

Study on Reform of Training Schemes of Innovation and Entrepreneurship Education for MBA

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Abstract

In an era of “Innovation and Entrepreneurship by Everyone”, the higher education in China has entered the era of deep integration between innovation and entrepreneurship education and profession education. MBA is an important major for training entrepreneurs and corporate managers, and it is urgent to reform its talent training concepts, renew its training objectives, and formulate training schemes adapted to the era requirements. During training scheme reform, MBA shall establish a comprehensive and systematic training system, create a “MBA+” coordinated entrepreneurship platform, integrate the classroom teaching with extra-curricular activities, and promote integration between professional education and entrepreneurship and innovation education.

Keywords

innovation and entrepreneurship, MBA, training scheme .

1. Background

Under the “New Normal” of our economy and society and with the transformation of national economic development pattern, a new concept and measure “entrepreneurship and innovation by everyone” has been put forward, which has become an important task for deep reform. Accordingly, it is an important direction to training college students’ spirit and capability of entrepreneurship and innovation. With the issuance of Opinions by the General Office of the State Council on Deepening Innovation and Entrepreneurship Reform in Colleges and Universities and relevant specific measures, integration of entrepreneurship and innovation education and professional education has been the focus of the professional construction and training schemes. As a business major studying corporate operating and management rules and providing senior operating and managing talents for the market economy, MBA is remarkably advantaged in entrepreneurship and innovation. In the new era, it shall adopt new talent training concepts, determine new training objectives, reform the training schemes, and promote entrepreneurship and innovation education.

2. Objectives and Direction of MBA Training Scheme Reform in China

Under the new historical background, we shall actively broke the rigid MBA talent training mode, update the talent training concepts, re-determine talent training objectives, reform the talent training schemes, build a new curriculum system, and realize deep integration between MBA education and entrepreneurship and innovation education.

To adapt to requirements of “entrepreneurship and innovation by everyone” and “innovation-driven employment”, the MBA major shall have the following education concepts: “training the students’ innovation spirit and entrepreneurship awareness, deeply integrating professional education with entrepreneurship and innovation education, and training students into practical management talents capable of innovation and entrepreneurship”.

Under the above education concepts, the MBA major shall have two training objectives: (1) Basic objective: training versatile talents which have profound MBA theories and relevant disciplinary knowledge, grasp methods and skills to create and operate enterprises, have innovation spirits, innovation awareness and viability, and can adapt to future vocation development requirements; (2) Characteristic objective: training students to have entrepreneurship spirits, so that they can undertake

their responsibilities to the country, the nation and the society, and have the spirits of adventure, cooperation, learning and integrity.

3. Specific Measures for Reform of Training Schemes of Entrepreneurship and Innovation Education of MBA

(1) Adopting a “Two-layer and two-type” training mode

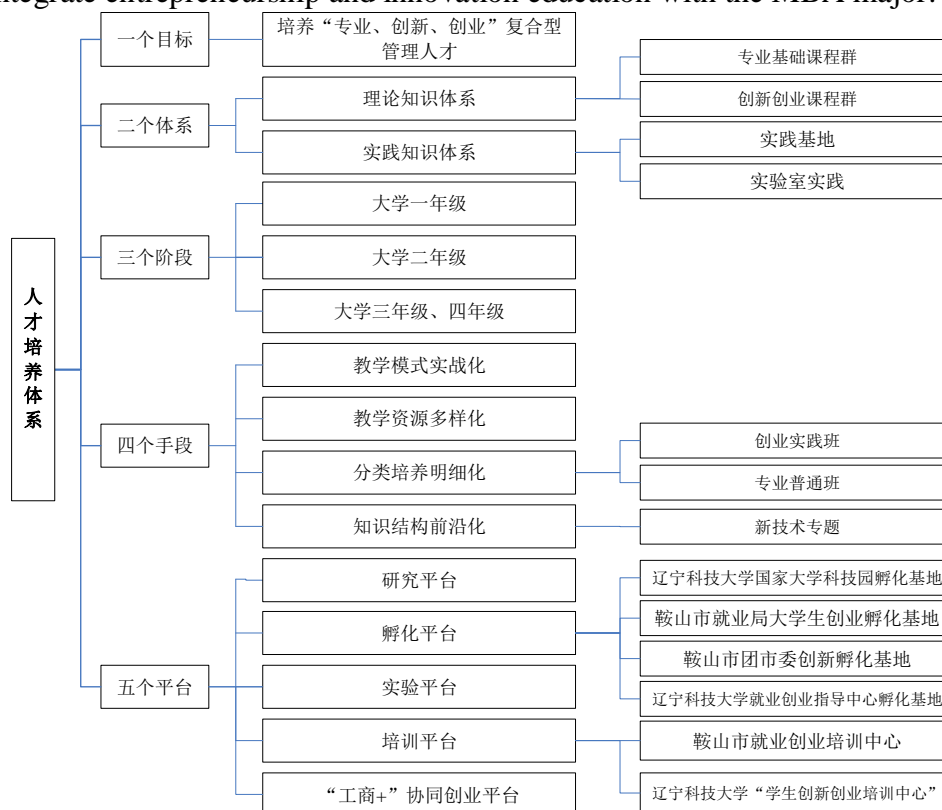
According to Opinions by the General Office of the State Council on Deepening Innovation and Entrepreneurship Reform in Colleges and Universities, considering students’ differences, we shall firstly use theoretical tests and stimulation reply to evaluate the students’ innovation and entrepreneurship spirits, capabilities and interest, make screen based on the evaluation results, adopt a “two-layer and two-type” training mode and create the “entrepreneurship practice class” and “general profession class”.

Secondly, while adding innovation and entrepreneurship curriculums for the entrepreneurship practice class to some extent, we shall use the U-shaped classroom for small-sized class teaching, inviting entrepreneurs to provide guidance and lecturers, and invite government officials to explain relevant entrepreneurship policies, evaluate the students through entrepreneurship team establishment, entrepreneurship plan preparation and entrepreneurship activity participation, and issue the Entrepreneurship Talent Course-Completion Certificate for qualified students.

Thirdly, set the general profession class for students with little entrepreneurship spirit, integrate innovation spirit and capability training into professional teaching activities, set relevant innovation and entrepreneurship curriculums, invite entrepreneurs and governmental officials to provide lectures and reports, and evaluate the students through research report preparation and new technology reports.

(2) Establish a more comprehensive and systematic training system

According to the national and provincial requirements, we shall establish a novel training system featured by one objective, two systems, three stages, fourth measures and five platforms (see Figure 1), so as to integrate entrepreneurship and innovation education with the MBA major.



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|------------------------------|----------------|--|--|
| Talent training system | One objective | Training “professional, entrepreneurship and innovative” volatile management talents | |
| | Two systems | Theoretical knowledge system | Basic professional curriculums Entrepreneurship and innovation curriculums |
| | | Practical knowledge system | Practice base Practice in laboratories |
| | Three stages | Grade1 | |
| | | Grade 2 | |
| | | Grade 3 and 4 | |
| | Four measures | Practical teaching mode | |
| | | Diversified teaching resources | |
| | | Explicit classified training | entrepreneurship practice class general profession class |
| | | Advanced knowledge structure | New technology topics |
| | Five platforms | Study platform | National University Technology Park Base in University of Science and Technology Liaoning |
| | | Incubation platform | College Student Entrepreneurship Incubation Base of Anshan Employment Bureau |
| | | Experiment platform | Innovation Incubation Base of Anshan Municipal Committee of the Communist Youth League of China |
| | | Training platform | Incubation Base of Employment and Entrepreneurship Guide Center of University of Science and Technology Liaoning |
| | | “MBA+” coordinated entrepreneurship platform | Student Employment and Entrepreneurship Training Center of University of Science and Technology Liaoning |

Figure 1 Design of the Training System

(1) Promote integration of professional education and innovation and entrepreneurship education in an all-around way

We shall set innovation and entrepreneurship curriculums for students of Grade 4 each year, use elicitation and discussion methods during teaching to encourage students to be bravely to put out their doubts, and train their innovative thoughts and entrepreneurship awareness. We shall use innovative examination topics during evaluation to encourage students to think independently, train their doubting attitudes and adventure spirits, and raise their innovation thoughts. During the internship

experiment, graduation thesis and social practice stages, we shall add innovation content design, to train students' innovation and entrepreneurship capability in an all-around way.

(2) Creating an environment for the growth of future entrepreneurs from many aspects

Through the entrepreneurship practice class, we shall encourage students to build their own teams, and provide supports to students from many aspects. We can invite entrepreneurs, teachers and entrepreneurship teams to discuss entrepreneurship cases together, so as to train the entrepreneurship teams' capability of analysis and solving problems. We can periodically provide qualified expansion trainings to cultivate their persevering spirits. We can invite entrepreneurs and teachers to guide the entrepreneurship teams to help them solve problems during actual operation. We can apply office places and equipment from the university and school for the entrepreneurship teams, and help them to raise entrepreneurship funds, and ensure the smooth business operation. We can invite governmental officials to explain national and local preferential policies to provide more supports for entrepreneurship teams. We can recommend well developed entrepreneurship teams to the university, municipal and provincial entrepreneurship incubation parks to provide them with more platforms.

(3) Create a "MBA+" coordinated entrepreneurship platform

We shall actively create a "MBA+" coordinate entrepreneurship platform, and establish a coordinated entrepreneurship channel between MBA and other majors including machinery, chemicals and arts, and provide more entrepreneurship opportunities for students of the entrepreneurship practice class.

(4) Establish the maker club and carry out project road show

We shall encourage students of the entrepreneurship practice class to establish the maker club, so as to promote entrepreneurship information and experience exchange among students. Students shall also carry out project road shows from time to time to communicate and exchange with each other, evaluate and modify their business plans, and review each project from the prospect of entrepreneurs.

(5) Integrate classroom teaching and extra-curricular activities

We shall strengthen guidance for entrepreneurship and innovation communities including the ERP association, the college student entrepreneurship association and the investment and financial association, and encourage students to participate in community activities. We shall screen the innovation and entrepreneurship projects through simulation operation and market survey, to encourage teachers and students to actively participate in innovation and entrepreneurship trainings, and help to incubate projects with high entrepreneurship wills and high feasibility. We shall establish a docking mechanism between teachers and student entrepreneurship teams, to help them to actively participate in innovation and entrepreneurship competitions. We shall carry out the perceptual practice, professional practice, graduation internship and social practice activities, to strengthen students' practice orientation and problem awareness.

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