

Research on Practical Teaching Mode of Management Courses Based on Competence Model

A Case Study of the Course "Enterprise Administration Management and Office Practice"

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ABSTRACT

Taking the course of "Enterprise Administrative Management and Office Practice" as an example, this article establishes the training objectives of the course based on the Competence Model, develops practical teaching content, constructs a practical teaching method system, and improves the practical teaching guarantee mechanism to enhance the quality of practical teaching in management courses.

Keywords: *Competence Model, Management related items, Practical teaching mode, Enterprise Administrative Management and Office Practice.*

1. INTRODUCTION

At present, there are still issues in the practical teaching of management related courses, such as a mismatch between the training objectives and the demand for social talents, a relatively low positioning of practical teaching, difficulty in keeping up with professional requirements in practical teaching materials, and a single teaching method and practical process. The theory of professional competence model has been widely applied in the training curriculum system of enterprises. Drawing on its experience, this article studies the application of professional competence model theory in practical teaching of management courses to enhance students' employment competitiveness and professional competence, and meet the demand for social management talents.

The Competency Model, originating in the early 1950s, is a personnel selection method developed by Dr. McClelland that can effectively predict actual job performance[1]. The basic principle of constructing a competency model is to distinguish the differences between excellent employees and ordinary employees in terms of knowledge, skills, social roles, self-awareness, traits, motivation, etc. By collecting and analyzing data, a job competency model for a certain position is established, and a

corresponding operable human resource management system is generated. This article takes the course "Enterprise Administrative Management and Office Practice" as an example to analyze the necessity of setting up the course from the dilemma of course positioning, construct an administrative position quality model, design teaching content from three aspects: knowledge, skills, and abilities, and enable students to learn in a hierarchical manner from easy to difficult. Combining modern information technology means, a blended teaching mode is adopted, and teaching methods such as case teaching, scenario simulation, project training, experimental simulation, and internship are used to improve the practical teaching quality of the course.

2. THE ORIGIN AND POSITIONING DILEMMA OF THE COURSE

In the administrative management major of local applied universities, most graduates are employed in the administrative departments of enterprises, which are usually called offices, administrative departments, logistics departments, management departments, government service centers, etc. Therefore, should courses on enterprise administrative management be included in the teaching curriculum system of applied

undergraduate administrative management majors? Professional course teachers usually study government management, and even in the school's business administration curriculum system, there are no courses on enterprise administrative management. Therefore, based on the demands of social professions and the actual employment situation of students, our school has established the "Enterprise Administrative Management and Office Practice" program in the field of administrative management.

This course is positioned as a mandatory professional course and also a quality development course. The course aims to cultivate office administrative talents with strong theoretical foundations, as well as strong applicability and practicality, and to cultivate students' abilities to meet the requirements of government logistics positions and enterprise administrative department positions. From the perspective of vertical learning ladder, students need to possess both the Competence Model foundation of grassroots administrative managers and the potential Competence Model that high-level and middle-level administrative managers should possess. From the perspective of horizontal learning scope, students should possess professional qualities in administrative planning, office affairs management, and logistics management positions.

3. SETTING COURSE TRAINING OBJECTIVES BASED ON THE COMPETENCE MODEL

Based on professional qualities, the course aims to cultivate "high-quality and competent" administrative planning, office affairs management, logistics support and other aspects of office administrative talents for enterprises, institutions and social organizations. The primary goal of curriculum talent cultivation is to enable students to "become successful", that is, to cultivate students with the knowledge, skills, and abilities required for first-time employment, and to be competent in grassroots administrative positions. The higher-level goal of curriculum talent cultivation is to enable students to become "successful", that is, to cultivate students with potential abilities that meet the needs of future career development, and to be competent for middle and high-level positions in administrative work in the future.

In order to achieve the primary goal of talent cultivation in the course, enable students to become "talents", and cultivate office and administrative

management talents with general professional qualities, attention should be paid to the cultivation of students' practical abilities and vocational skills, transforming management knowledge into practical understanding and operational skills of management practice, and helping students master operational skills in office and logistics affairs. For example, reception management, document management, and meeting management are operational skills for administrative secretary positions.

The higher-level goal of curriculum talent cultivation is for students to become "financial" and to cultivate office and administrative management talents with core professional qualities. Core professional qualities first emphasize professionalism, which is the most prominent feature of core professional qualities. Students have high professional literacy, proficient in job workflow, and can quickly identify and solve problems reasonably. Core professional qualities also emphasize plasticity, requiring practitioners to have strong adaptability to professional changes, be familiar with the current status of professional development, and be able to predict the trend of professional development reasonably.

4. DETERMINING THE CURRICULUM CONTENT SYSTEM BASED ON THE COMPETENCE MODEL

Based on the actual work content of enterprise administrative positions, the course content mainly consists of four parts, including an overview of enterprise administrative management, enterprise administrative planning, office affairs management, and logistics affairs management. The first part is an overview of enterprise administrative management, including understanding of enterprise administrative management, analysis of enterprise administrative positions, and design of enterprise administrative organizations. The second part is office affairs management, including office reception management, travel management, document and file management, meeting management, and office supplies management. The third part is logistics affairs management, including cafeteria management, dormitory management, office environment management, safety management, and vehicle management. The fourth part is enterprise administrative planning, including corporate culture construction, process management, and system management.

After determining the curriculum content system, based on the Competence Model, the course is divided into teaching units according to knowledge modules, knowledge classification and learning levels are determined, skill classification and learning levels are determined, ability classification and learning levels are determined, and professional competence classification is determined.

4.1 Determining the classification and level of course knowledge based on the Competence Model

The course is divided into teaching units based on knowledge modules, and the learning content is classified and graded.

For example, in the knowledge learning of enterprise administrative management, the main focus is on understanding the status, nature, and content of enterprise administrative management work. The first level requirement for knowledge mastery is to understand the service-oriented and executable characteristics of enterprise administrative management work, and to be aware of the content of enterprise office affairs management and logistics management work. The second level requirement for knowledge mastery is to understand the coordination and guarantee characteristics of enterprise administrative management work, and be familiar with the content of enterprise administrative planning and management. The third level requirement for knowledge mastery is to understand the strategic characteristics of enterprise administrative management work, be familiar with the content of enterprise administrative strategy design and business monitoring work.

For example, in the knowledge learning of enterprise administrative position analysis and enterprise administrative organization design, the main focus is on understanding the responsibilities and qualification requirements of enterprise administrative work positions, as well as the understanding of the types of administrative organizational systems. The first level requirement for knowledge mastery is to be familiar with the job content and requirements of administrative and service-oriented positions in enterprises, and to understand the types of administrative organizational systems in large, medium, and small enterprises. The second level requirement for knowledge mastery is to be familiar with the job content and requirements of middle-level

administrative management positions in enterprises, and to understand the differences and evolution laws of administrative organizational systems in large, medium, and small enterprises. The third level requirement for knowledge mastery is to be familiar with the job content and requirements of senior management positions in enterprise administration, and understand the principles and principles of enterprise administrative organization design.

For example, in the study of office affairs management, the main focus is on daily office affairs processing, visitor reception, document processing, archive management, meeting management, information management, and other related knowledge. The first level of knowledge mastery requires an understanding of basic principles, skills, and management knowledge in handling office affairs. The second level of knowledge mastery requires familiarity with daily administrative affairs processing, document processing, archive management, meeting management, and other related professional knowledge. The third level of knowledge mastery requires the ability to apply knowledge of office affairs management to analyze problems.

For example, in the study of administrative planning and management knowledge, the main focus is on learning corporate culture, rules and regulations, and business processes. The first level of knowledge mastery requires familiarity with the basic knowledge of corporate culture, management systems, and processes. The second level requirement for knowledge mastery is to be familiar with the development and evolution of corporate culture and understand the administrative strategic planning of the enterprise. The third level requirement for knowledge mastery is to propose construction plans for the company's administrative organizational structure, operational processes, and systems based on external environmental analysis and administrative strategic planning.

4.2 Determining the classification and level of course skills based on the Competence Model

The course is divided into teaching units based on knowledge modules, and the vocational skills of each module are classified and graded.

For example, in the learning of conference planning and organizational skills, the main focus is on the overall arrangement of corporate

conferences and the construction of corporate conference management systems (positions, processes, systems). The first level of skill mastery requires the ability to integrate meeting management elements, organize efficient small-scale meetings such as departmental or thematic meetings, be familiar with meeting processes, be able to draw brief flowcharts, and be able to write basic meeting documents such as meeting notices and minutes. The second level of skill mastery requires the ability to preside over departmental meetings and control meeting time effectively, to coordinate large-scale meetings, to design standardized meeting management processes, and to design meeting management positions and systems. The third level of skill mastery requires the ability to plan the themes and topics of large-scale corporate conferences, plan large-scale business and international conferences, and develop budgets for large-scale conferences.

For example, in the learning of document writing and management skills, the main focus is on document drafting, document management processes, and archive management techniques. The first level requirement for mastering skills is to be able to write corporate documents, familiar with document classification and storage. The second level requirement for mastery is to be able to complete the writing of business documents and be familiar with the relevant systems of document management. The third level of skill mastery requires proficiency in writing business documents and designing document management systems.

4.3 Determining the classification and level of course abilities based on the Competence Model

The course is divided into teaching units based on knowledge modules, and comprehensively cultivates various abilities in each module, and classifies and grades according to each ability. The course focuses on cultivating time management skills, written language expression skills, communication skills, attention to detail skills, planning and execution skills, negotiation skills, innovation skills, resource integration skills, etc.

For example, communication skills, the ability to express and exchange ideas orally. The first level requirement for ability development is the ability to communicate and interact with work matters. The second level of skill development requires the ability to exchange ideas, grasp key points, possess high communication skills, and have strong

persuasiveness, influence, and infectiousness. The third level requirement for ability development is to have strong personal charm, influence, and appeal when communicating.

For example, negotiation ability, effectively reaching consensus in negotiations and maximizing the pursuit and maintenance of corporate interests. The first level requirement for skill development is to be able to express the main purpose in negotiations, grasp negotiation principles, and safeguard the interests of the enterprise. The second level of skill development requires the ability to quickly identify the other party's negotiation style, accurately grasp their viewpoints, adjust strategies in a timely manner, and address their doubts during negotiations. The third level requirement for ability development is to have a certain degree of foresight towards possible problems in negotiations, to be able to take the initiative in negotiations, to strive for the maximum benefits for the enterprise, to be good at exploring win-win solutions, and to facilitate cooperation.

4.4 Determining the Classification of Curriculum Professional Qualities Based on the Competence Model

The course is divided into teaching units based on knowledge modules, and comprehensively cultivates various professional qualities in each module. Classify and grade each Competence Model. The course focuses on cultivating moral cultivation, service awareness, initiative, enterprising spirit, integrity awareness, cost awareness, integrity and self-discipline, team spirit, and professional etiquette.

5. CONSTRUCTING A PRACTICAL TEACHING METHOD SYSTEM BASED ON THE COMPETENCE MODEL

The course selects theoretical knowledge learning materials based on the requirements of enterprise administrative job responsibilities and core work tasks, develops practical teaching content, and uses case teaching method, scenario simulation method, practical training project method, experimental simulation method, and internship inspection method to comprehensively carry out practical teaching, improve the quality of practical teaching, enhance students' professional quality, and achieve zero distance connection between the

cultivation of students' core professional quality and the demand for employment positions.

5.1 Helping Students Master the First Level Professional Qualities Through the "Case Teaching Method"

The course introduces story based cases to enable students to experience the actual work situation and help them master the first level professional qualities. Adopting the "case teaching method" for practical teaching, the purpose of selecting and using cases is to immerse students in the atmosphere of cases. How to use their own "think tank" to analyze problems can help students actively think and improve their ability to analyze, solve, and respond to situations. The course case is designed by the teacher, extracting effective information from the work experience of previous graduates and classic practices of excellent enterprises, and then processing and organizing the text.

5.2 Using the "Scenario Simulation Method" to Help Students Master the First Level Professional Qualities

Scenario simulation method is a form of participatory teaching, which is consistent with the goal of case-based teaching method and helps students master the first level of professional qualities. Case teaching method is the foundation and provides basic training for students' analytical abilities. When combined with problem oriented scenario simulation method, it can compensate for students' shortcomings and one sidedness in enterprise administrative management practice. The setting of the scenario is formulated by the teacher, who provides performance materials for the scenario. The teacher also provides videos of previous student performances, and the student group independently designs the details. Then, the scenario simulation performance is carried out, sharing methods of thinking about problems and ideas for solving problems. The teacher provides auxiliary guidance, and finally comments on the scenario simulation, pointing out the direction that needs to be improved in future learning. Live performances and explanations in class can allow all students to experience the reality of the work.

5.3 Helping Students Master the Second Level Vocational Qualities Through the "Practical Training Project Method"

Adopting a project driven and task oriented "practical training project approach" can help students master the second level of professional qualities. The course teaching is carried out in the form of projects, and in each project teaching, a core content and multiple work tasks are written based on the actual work, so that students can learn with tasks. Multiple job tasks include designing management forms, drawing management flowcharts, designing planning schemes, drawing task decomposition fishbone diagrams, drawing time task division Gantt charts, drawing environment design diagrams, designing publications, writing job responsibility statements, designing enterprise administrative organizational structures, designing survey questionnaires, writing bidding documents, writing official documents, etc.

5.4 Using the "Experimental Simulation Method" to Help Students Master the Second Level Vocational Qualities

The total course hours include laboratory hours, which use the "experimental simulation method" to virtually simulate administrative work in enterprises, helping students master the second level professional qualities. Students work in groups to design administrative organizations and positions, and interactively complete the content of the OPPEIN software experiment, including office automation (OA) system management, document management, archive management, meeting management, office supplies management, attendance management, vehicle management, personnel management, information center, questionnaire survey, etc.

5.5 Using the "Internship Inspection Method" to Help Students Master the Third Level Vocational Qualities

The course uses the "Internship Inspection Method" to help students intern in campus offices or logistics departments during their spare time, and to assist students in interning at enterprise internship bases during their holidays, in order to help students master the third level professional qualities. The teacher team fully utilizes the on campus and off campus practical training and

internship bases to strengthen practical teaching and improve students' hands-on abilities.

Within the school, the teacher team actively collaborates with the administrative and logistics departments to provide students with internship conditions and guidance. The school's logistics management department, administrative office, property management department, cafeteria, and dormitory management units can all serve as on campus internship bases for courses. Students can perceive the corresponding job content on site, learn job skills, and cultivate professional abilities and qualities.

The teacher team strengthens the construction of off campus internship bases and builds an integrated teaching model of "teaching and doing". The teacher team will contact the enterprise internship base and arrange students in stages and batches to study in the administrative and logistics positions of the enterprise. They will learn and work while working, acquire job skills, and cultivate professional abilities and qualities.

The teaching team encourages students to intern in administrative management related positions in enterprises during winter and summer vacations, and complete the course internship report assigned by full-time teachers. Students can receive guidance from teachers when encountering professional problems during the internship, and professional teachers and enterprise guidance teachers will provide full guidance throughout the process, timely discovering and solving problems that exist during the internship.

6. BUILDING A PRACTICAL TEACHING QUALITY EVALUATION SYSTEM BASED ON PROFESSIONAL QUALITIES

Based on the Competence Model, the training objectives of the course are subdivided into knowledge objectives, skill objectives, ability objectives, and professional competence objectives, and divided into three levels, which is conducive to finely evaluating the quality of practical teaching and quantifying evaluation indicators. Students can not only know what basic professional knowledge, professional skills and abilities and professional qualities are required for each module, but also can self-assess the current level of each goal in each module according to the standards, learn what high-level professional standards they want to achieve in each aspect of each module through this course, and

comprehensively build a curriculum content learning system and evaluation system centered on professional reality requirements and students' self-designed development.

The evaluation system for the quality of practical teaching in this course consists of three parts: "job cognition evaluation", "job practical training evaluation", and "job application evaluation", corresponding to the three-level training mode of "course task training - campus administrative logistics internship - enterprise administrative logistics internship". The corresponding evaluation subjects include the instructor, the leader of the internship unit, and the internship supervisor.

7. BUILDING A PRACTICAL TEACHING GUARANTEE MECHANISM BASED ON PROFESSIONAL QUALITIES

7.1 Building a Blended Learning Platform

The course is based on the practical quality requirements and career development quality requirements of enterprise administrative management positions, and aims to cultivate and construct a course system that integrates teaching content, teaching modes, learning forms, course experimental platforms, course examination mechanisms, course databases, and graduate course tracking mechanisms. It realizes a full process teaching method before, during, and after class, and achieves a mixed online and offline teaching mode.

7.2 Improving Practical Teaching Materials for Courses

The course teacher team summarizes typical enterprise administrative management activities into universal textbooks or compiles case albums. Through cooperation between schools and enterprises, they describe and analyze the administrative management practices of enterprises, completing the process from concrete to abstract. This not only demonstrates the theoretical level of university teachers, but also finds the point of integration between theory and practice.

7.3 Building a Teacher Team

Course team teachers should study the laws and methods of enterprise administrative management, providing systematic theoretical support and

empirical techniques for cultivating students. The curriculum aims to cultivate students at three levels, namely knowledge objectives, which are the fundamental goals of teaching; Ability goals, which are the key objectives of teaching; the goal of success is the core objective of teaching. The teacher team should have the ability to cultivate students to achieve these three levels of goals, and the teacher team should be able to complete high-quality curriculum practical teaching. Practicality is a key element of enterprise administrative management, and it is necessary to explore problems from the actual situation of the enterprise and familiarize students with the operational processes of various practical forms. Through the study of this course, students will not only have a reserve of relevant theories, but also be able to carry out specific work in enterprise administrative management. These are important foundations for students to be competent in future work and have innovative abilities.

7.4 Establishing a Teaching Incentive System

The orderly implementation of practical teaching based on the vocational core competency model is not only the task of teachers, but also requires schools to provide certain support and institutional implementation. For example, the subsidy system for case collection and production related expenses, the establishment and maintenance of cooperation mechanisms with enterprise departments, etc. Specifically, for teachers who participate in case writing, workload subsidies should be provided, and administrative management personnel organized by enterprises should be paid for teaching on campus. Schools should allocate special funds to ensure this and implement regular support. Only by establishing a sound system and implementing it effectively, can the curriculum teaching based on the vocational core quality model be persisted in practical curriculum teaching.

8. CONCLUSION

Teaching quality is the lifeline of school teaching work. For local applied universities, attention should be paid to cultivating management talents based on the actual job content and responsibility requirements of enterprises, based on the Competence Model, and effectively meeting the needs of society. A long-term research mechanism can be established with graduates and enterprises to

continuously improve the Competence Model. Based on the Competence Model, practical teaching content, teaching methods, and teaching modes can be continuously improved to form a practical teaching system with professional characteristics and enhance the quality of talent cultivation.

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