

New Era Business Administration Major Student Innovation Ability Training Model Exploration and Practice

Wen Gao, Raemah Binti Abdullah Hashinm

City University Malaysia, Kuala Lumpur, Malaysia

Abstract: This article explores and practices the cultivation model of innovation ability for business administration students in the new era. It first analyzes the development trends of business administration major in the new era, the importance of innovation ability in the major, and the basic composition of the cultivation model of innovation ability. It points out the existing problems in current business administration education, such as the disconnection between curriculum setting and actual needs, the lack of practical teaching links, and the mismatch between individual differences of students and the cultivation model. In response to these issues, this article proposes optimization strategies, including the construction of an innovation ability-oriented curriculum system, the strengthening of practical teaching, and the focus on the individual development of students. It summarizes the research findings and provides insights for the cultivation of innovative business administration professionals in the future.

Keywords: New Era, Business Administration, Innovation Ability, Training Model

1. Introduction

With the advancement of globalization and informatization, the environment that enterprises face is becoming more complex, and the requirements for business administration professionals are also increasing. In the new era, innovation ability has become the core competence of business administration professionals. However, there are some problems in current business administration education, such as the disconnection between curriculum setting and actual needs, the lack of practical teaching links, and the mismatch between individual differences of students and the cultivation model. This article aims to explore the cultivation model of innovation ability for business administration students in the new era and proposes corresponding optimization strategies.

2. Characteristics of the Innovation Ability Training Model for Business Administration Students

2.1. Development Trends of Business Administration Major in the New Era

In the new era, the development trends of the business administration major are mainly reflected in the increasing complexity of the environment that enterprises face due to the advancement of globalization and informatization, which in turn raises the requirements for business administration professionals [1]. Students are expected not only to have a solid foundation of professional knowledge but also to possess cross-cultural communication skills, a global perspective, and international competitiveness. The emergence of emerging industries, such as the internet, big data, artificial intelligence, etc., poses new challenges and opportunities for the development of the business administration major. These industries have had a disruptive impact on traditional business models and management concepts, necessitating that business administration students be able to adapt to rapidly changing environments, master

emerging technologies, and innovate in their applications. Innovation and entrepreneurship have become important characteristics of the new era, setting higher demands on the innovative capabilities of business administration students. Students must not only learn to identify and seize business opportunities but also have the ability to transform innovative ideas into actual business value [2].

2.2. Importance of Innovation Ability in Business Administration

The importance of innovation ability in the business administration major is self-evident. Innovation ability is a key factor for enterprises to remain invincible in fierce market competition [3]. In a rapidly changing market environment, enterprises need to continuously innovate products, services, management models, and business models to maintain a competitive advantage. Innovation ability helps to improve the management level and efficiency of enterprises, achieving sustainable development. Through innovation, enterprises can optimize processes, reduce costs, improve quality and customer satisfaction, thereby enhancing overall performance. Innovation ability helps to cultivate students' critical thinking, problem-solving abilities, and team spirit, improving their overall quality. These are key capabilities necessary for the future career development of business administration students [4].

2.3. Basic Composition of the Innovation Ability Training Model

The basic composition of the innovation ability training model includes a curriculum that emphasizes the integration of theory and practice to cultivate students' practical skills [5]. The curriculum content should cover the latest management theories, practical cases, and industry trends, while also providing ample opportunities for practice, such as project practice, case analysis, simulation exercises, etc. Practical teaching links should be fully emphasized, such as internships, training, innovation and entrepreneurship projects, etc.

Through these links, students can apply theoretical knowledge to practical work, enhancing their ability to solve real-world problems. Teaching methods should be flexible and diverse, such as case teaching, discussion-based teaching, flipped classrooms, etc., to stimulate students' interest in learning and initiative. These methods encourage students to explore actively, think critically, and solve problems creatively. The evaluation system should focus on process evaluation, encouraging students to innovate and experiment bravely. The criteria should include student participation, teamwork, innovative thinking, and presentation of results, to comprehensively assess students' innovative capabilities [6].

3. Issues in the Innovation Ability Training Model for Business Administration Students

3.1. Disconnection between Curriculum and Practical Demands

To address this issue, the curriculum of the business administration major needs to be updated to keep pace with the times, undergoing corresponding adjustments and optimizations. There should be a comprehensive review and update of the existing curriculum, eliminating outdated content that is disconnected from reality, and introducing more cutting-edge and practical theories and methods. For example, courses on innovation management, agile leadership, user experience, etc., could be added to help students master key skills for success in the new era business environment. There should be a strengthening of courses in emerging fields such as big data, artificial intelligence, etc. These fields not only have a profound impact on corporate operations and decision-making but also offer extensive career development opportunities for business administration students. Therefore, schools should offer more courses on data analysis, machine learning, intelligent decision-making, etc., to help students establish a complete knowledge structure and prepare for their future careers. Schools should also enhance cooperation with enterprises through internships, practical training, case teaching, etc., combining theory with practice, allowing students to learn and apply the knowledge and skills in actual business environments. This not only helps students better understand and master the knowledge but also improves their practical abilities and employment competitiveness.

To cultivate senior management talents capable of adapting to future business environment changes and possessing an innovative spirit and comprehensive abilities, schools should encourage and guide students to engage in interdisciplinary learning and research. Schools can also combine with other disciplines such as environmental science, psychology, etc., to cultivate students' awareness of sustainable development and leadership. To achieve this goal, schools need to continuously adjust and optimize the curriculum of the business administration major, keeping up with the times. This includes updating course content, increasing course offerings in emerging fields, optimizing the course structure, and emphasizing the integration of theory and practice. This requires the joint efforts of schools, enterprises, and society. Schools can establish cooperative relationships with enterprises to jointly develop and update courses, provide internships and employment opportunities, and offer students real business environments and challenges. Society can

provide resources and support, such as setting up scholarships, innovation and entrepreneurship funds, etc., to encourage students to engage in interdisciplinary learning and research.

3.2. Insufficient Practical Teaching Links

To address this issue, schools should increase their investment in practical teaching resources, constructing and perfecting facilities such as laboratories and internship bases. Adequate resources provide students with more opportunities to convert theoretical knowledge into practical skills, helping them accumulate experience in solving real-world problems. Schools can also cooperate with enterprises to establish practice bases integrating industry, education, and research, allowing students to learn and practice in real business environments, enhancing their practical abilities and employment competitiveness. Schools should reform and improve the evaluation system for practical teaching outcomes, strengthening the assessment of students' practical skills. The evaluation system should focus on assessing students' practical abilities, such as through project practice, case analysis, simulation exercises, etc., to comprehensively evaluate students' practical capabilities. The system should also encourage students to actively participate in practical activities, enhancing their practical skills. This way, students will have sufficient motivation to improve their practical abilities, thereby improving the quality of education.

Schools should also pay attention to the organic combination of practical and theoretical teaching, using case teaching, project-driven methods, etc., to integrate theoretical knowledge with practical operations, allowing students to understand and master knowledge through actual practice. This way, students will not only learn theoretical knowledge but also learn how to apply theoretical knowledge in practical operations, improving their practical abilities. Schools should encourage and guide students to engage in innovative practice, such as undertaking innovation and entrepreneurship projects, participating in social practice, etc. This way, students can not only enhance their practical abilities but also cultivate an innovative spirit and entrepreneurial consciousness, preparing for their future careers. In business administration education, the practical teaching link should be given full attention; schools should increase their investment in practical teaching resources, reform and improve the practical teaching outcomes evaluation system, emphasize the organic combination of practical and theoretical teaching, and encourage and guide students to engage in innovative practice. Only in this way can senior management talents with practical abilities and an innovative spirit be cultivated to meet market demands and support students' career development.

3.3. Mismatch between Student Individual Differences and the Training Model

To address this issue, business administration education should adopt a more flexible and individualized training model to meet the diverse needs of students. Schools should identify and assess the individual differences of students, understanding their learning needs, interests, and potential, in order to provide them with more personalized educational services. For students with innovative capabilities, schools should offer more challenges and opportunities, such as establishing innovation laboratories, entrepreneurship incubators, etc., where they can engage in independent exploration and practice, developing innovative thinking and an entrepreneurial spirit. Schools can also cooperate with

enterprises to carry out innovation and entrepreneurship projects, giving students the chance to put their innovative ideas into practice, enhancing their practical abilities and innovative spirit. For students with weaker foundations, schools should provide more tutoring and support, such as offering tutorial courses, small-class teaching, etc., where they can receive more attention and guidance, improving their learning outcomes. Schools can also encourage peer learning among students, such as forming study groups, organizing learning exchange activities, etc., allowing students to enhance their learning abilities through mutual help and communication.

Schools should also make full use of modern educational technologies, such as online education platforms, virtual laboratories, etc., to provide students with more flexible and convenient learning methods. Students can learn at their own time and according to their needs, improving learning effectiveness. Schools should establish a robust teacher-student interaction mechanism, encouraging communication and interaction between teachers and students, understanding student needs and feedback, and adjusting teaching methods and content in a timely manner to improve educational quality. In business administration education, a more flexible and individualized training model should be adopted to meet the diverse needs of students. This requires the joint efforts of schools, teachers, and society to jointly cultivate high-quality management talents capable of adapting to future social development.

4. Optimization Strategies for the Innovation Ability Training Model of Business Administration Students

4.1. Construction of an Innovation Ability-Oriented Curriculum System

To address the issue of disconnection between curriculum and practical demands, it is crucial to construct a curriculum system oriented towards innovation ability. Such a system should keep pace with the times, focusing on cultivating students' innovative capabilities and practical skills to meet market demands and support students' career development. Schools should update course content, eliminating outdated and disconnected material, and introduce more cutting-edge and practical theories and methods. For example, courses on innovation management, agile leadership, user experience, etc., could be added to help students master key skills for success in the new era business environment. There should be a strengthening of courses in emerging fields such as big data, artificial intelligence, etc., which have a profound impact on corporate operations and decision-making, offering extensive career opportunities for business administration students. Schools should optimize the curriculum structure, emphasizing the integration of theory and practice. In addition to traditional theoretical courses, schools should increase practical courses, such as laboratory courses, internships, case analysis, etc., allowing students to learn and apply knowledge and skills in practice. Schools should also enhance cooperation with enterprises through internships, practical training, case teaching, etc., combining theory with practice in actual business environments.

Schools should introduce a corporate mentor system, allowing students to gain a deeper understanding of actual corporate needs. Corporate mentors can come from various

industries and companies, providing students with real business issues and cases, helping them understand corporate needs and market trends. Corporate mentors can also offer career guidance and advice to help students better plan their careers. Schools should encourage and guide students to engage in interdisciplinary learning and research, such as combining with computer science, data science, etc., to cultivate senior management talents with an innovative spirit and comprehensive abilities. These talents will not only adapt to future business environment changes but also contribute to the sustainable development of enterprises and society. Constructing an innovation ability-oriented curriculum system is key to resolving the disconnection between curriculum and practical demands, requiring the joint efforts of schools, enterprises, and society to cultivate talents who can lead future business development.

4.2. Strengthening Practical Teaching to Improve Students' Practical Skills

To address the issue of insufficient practical teaching links, it is key to strengthen practical teaching and improve students' practical skills. Practical teaching allows students to combine theoretical knowledge with practical operations, cultivating their practical abilities and innovative spirit, and improving the quality of education. Schools should increase the allocation of practical teaching resources, such as laboratories and internship bases, providing students with more opportunities to convert theoretical knowledge into practical skills and accumulate experience in solving real-world problems. Schools can also cooperate with enterprises to establish integrated practice bases for industry, education, and research, allowing students to learn and practice in real business environments, enhancing their practical abilities and employment competitiveness. Schools should improve the evaluation system for practical teaching outcomes, focusing on process evaluation. The system should assess students' practical abilities through project practice, case analysis, simulation exercises, etc., encouraging students to actively participate in practical activities and enhance their practical skills. Students will have sufficient motivation to improve their practical abilities, thus improving the quality of education.

Schools should encourage students to participate in innovation and entrepreneurship projects to enhance their practical abilities. These projects enable students to apply their knowledge in practical operations, cultivating their innovative spirit and entrepreneurial consciousness. Schools can establish innovation and entrepreneurship funds to support students in carrying out projects, providing necessary guidance and resources. Schools can also organize innovation and entrepreneurship competitions, lectures, and other activities to inspire students' enthusiasm and improve their practical abilities. Schools should strengthen the organic combination of practical and theoretical teaching, using case teaching, project-driven methods, etc., to integrate theoretical knowledge with practical operations, allowing students to understand and master knowledge through actual practice. In business administration education, strengthening practical teaching and improving students' practical skills are key, requiring schools to increase the allocation of practical teaching resources, improve the evaluation system for practical teaching outcomes, and encourage student participation in innovation and entrepreneurship projects. This will cultivate senior management talents with practical

abilities and an innovative spirit, meeting market demands and supporting students' career development.

4.3. Tailored Teaching, Focusing on Students' Individual Development

To address the issue of mismatch between student individual differences and the training model, tailored teaching and a focus on students' individual development are crucial. In business administration education, students have different backgrounds, interests, abilities, and needs. Therefore, schools should adopt a more flexible and individualized training model to meet the diverse needs of students.

Schools should establish personalized student profiles to understand their interests, strengths, and needs. By identifying and assessing individual differences, schools can better understand students' learning needs, interests, and potential, thus providing more personalized educational services. Personalized student profiles can include background information, hobbies, learning habits, and areas of expertise to help teachers better understand students and provide personalized instruction and guidance. Schools should offer a variety of training programs, such as double degrees and minors, to cater to different students' career development goals and interests. For students with innovative capabilities, schools can establish innovation laboratories and entrepreneurship incubators for independent exploration and practice, fostering innovative thinking and an entrepreneurial spirit. For students with weaker foundations, schools can offer tutorial courses and small-class teaching for more attention and guidance, improving learning outcomes.

Schools should enhance teacher-student interaction, providing targeted guidance and support for each student. Teachers should actively communicate with students, understand their needs and feedback, and adjust teaching methods and content accordingly to improve educational quality. Schools can also establish robust teacher-student interaction mechanisms, such as regular teacher-student forums and tutorials, allowing students to seek personalized guidance and help. Schools should make full use of modern educational technologies, such as online education platforms and virtual laboratories, to provide students with more flexible and convenient learning options. This allows students to learn at their own pace and according to their needs, improving learning effectiveness. In business administration education, tailored teaching and a focus on students' individual development are essential, requiring the joint efforts of schools, teachers, and society to cultivate high-quality management talents adaptable to future societal development. By establishing personalized student profiles,

offering diverse training programs, and strengthening teacher-student interaction, schools can better meet the individual needs of students and improve educational quality.

5. Conclusion

This paper analyzes the characteristics and existing issues of innovation ability training for business administration students in the new era, and proposes optimization strategies, including the construction of an innovation ability-oriented curriculum system, the strengthening of practical teaching, and a focus on students' individual development. These strategies help to enhance the innovative capabilities of business administration students and meet the demands of enterprises in the new era. The research has certain limitations, such as the lack of empirical analysis on the specific implementation effects. Future research can further explore the implementation effects of these optimization strategies to provide more robust support for the cultivation of innovative business administration talents.

References

- [1] Yang Junqing, Yang Julan. Exploration of Talent Training Mode for Business Administration Majors in Local Colleges and Universities in the New Era [M]. Economic Science Press, 2022.
- [2] Chen Guosheng, Peng Wenwu, Chen Xiaoliang, et al. Research and Practice of "Integration of Industry and Commerce, Compatibility of Arts and Sciences" Talent Training Mode for Business Administration Majors in Local Colleges and Universities [J]. Journal of Hunan Industrial Vocational Technical College, 2022, 22(5):53-56.
- [3] Zhang Kun. Analysis of the Path of Business Administration Talent Training in Colleges and Universities: A Review of "Research on the Training Mode of Applied Talents in Business Administration Major in Local Colleges and Universities" published by Liaoning University Press [J]. Price: Theory and Practice, 2022(12):1.
- [4] Zhang Liang. Discussion on the Cultivation of Innovation and Entrepreneurship Ability of Business Administration Students under the Background of "Internet+" [J]. Business Culture, 2022(5):122-123.
- [5] Wang Kewen. Exploration of the Construction Ideas of Management Practice Ability Training Mode for Business Administration Students [J]. Social Science Full-text Database of Chinese Science and Technology Periodicals, 2022(12):3.
- [6] Feng Cuiyang. Exploration of the Reform Path of Innovation and Entrepreneurship Teaching in Business Administration Major in Colleges and Universities [J]. Talent, 2023(7):52-55.