

# Research on the Social Demand for Business Management Talents

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## Abstract

In order to deepen the reform on the education and cultivation of business management major, explore a new mode for cultivating graduate talents, and improve the major's teaching and cultivating quality, we make a special research on the social demand for business management talents.

**Keywords:** Business management, Graduate, Talent cultivation

In order to explore a new mode for cultivating business management talents, we perform a special research on the social demand for business management talents. This research includes two parts, namely the feedback information from employers, and the cultivation information from higher colleges. Thereof, the research on employers chiefly focuses on the social demand for business management talents (take Shandong province for example), including employers' wanting positions, demand suggestions, stresses on graduates' quality, evaluations on employed graduates, suggestions for talents' cultivation, and so on. The research aims at improving the teaching level and the talents' cultivation quality for business management major, and exploring a new mode for cultivating business management talents today.

## 1. The feedback information from employers

This research has been done in August, 2007, and it has chiefly focused on enterprises and public institutions in Shandong province. Thereof, the former accounts for 14.3 percent, and the later 50 percent. They account for 64.3 percent of all samples. Besides, samples with employees between 101 and 200 account for 35.7 percent, and samples with employees between 51 and 100 account for 21.4 percent. In general, these samples meet the requirements of research questionnaire and can reflect employers' demand for business management talents.

### 1.1 Enterprises' demand for business management talents

Data in the research show that 35.7 percent of employers take in graduates, 64.3 percent does not necessarily take in, and none takes few. Considering the number of graduates employed by them, 43.7 percent of employers take in graduates from 1 to 10, 52 percent from 11 to 20, and 4.3 percent beyond 20. Considering the sources of graduates, key universities and common colleges account for 42.9 percent of graduates respectively, and higher vocational colleges account for 14.2 percent. Considering the employing way, data show (see Figure 1) that the employment situation of business management graduates is better.

### 1.2 Enterprises' requirements for business management graduates' quality

As researching the number of graduates needed by employers, data show that, from the higher to the lower, marketing accounts for 64.3 percent, logistics management 35.7 percent, business administration 28.6 percent, tourism management 14.3, electronic business 7 percent, and engineering management 7 percent. It proves that enterprises have an urgent need for practical talents and newly-emerged specialty talents. Employers chiefly take in graduates who major in practical specialties, and secondly the theoretical researches. Proportions of the two types are respectively 71.4 percent and 28.7 percent. It proves that employers lay more stresses on graduates' practical spirits and talents, which can also be indicated by employers' requirements for new workers. Graduates who have serious working attitudes and responsibilities, and better comprehensive qualities, account for 42.9 percent of newly-taken-in employees. Also, in the evaluation on business management graduates, 21.4 percent of employers feel satisfactory, 74.3 feel common, and 4.3 unsatisfactory.

What kind of factors will be taken into consideration as employers take in new employees? 82 percent of employers emphasize work experiences firstly, 72.4 percent secondly specialties, and thirdly study experiences and degrees. Seldom consider the family background. The percent is merely 10%. It shows that employers lay more stresses on graduates' practical abilities instead of other aspects. On the other hand, students should improve their specialty levels and practical abilities in order to meet employers' requirements.

### 1.3 Enterprises' evaluation on business management graduates in work

Managers in enterprises are chiefly business management talents and technologists. Each accounts for 50 percent.

And, only 11.6 percent of business management talents employed by enterprises are engaged in professional work, and 80 percent non-professional but related work. Thereof, 50 percent work in operational level, 39 percent in middle management level, and less than 10 percent in top management level (see Figure 2). It indicates that graduates have to experience a practice stage, by which they can possess relatively higher comprehensive quality. In work, employers' evaluations on graduates are similar. At the very beginning, they behave terrible. After a period of practice, 70 percent of graduates are competent in work. 12 percent of graduates become involved in the environment quickly. But 18 percent have grand nose but puny abilities. Their work quality is poor (see Figure 2).

#### *1.4 Employers' requirements for graduates' comprehensive quality*

In this research, we probe into graduates' comprehensive quality. It includes five subjects, and each subject has three or five items. Data show that business management graduates behave better in thoughts, work attitudes, and specialty knowledge. The statistical data are as follow (see Table 1).

#### *1.5 Other aspects*

Almost all employers have to face a talent lose issue. But reasons are different. Thereof, the main reason is the unsatisfied salary. 76 percent of talents change their jobs for this reason. A failure of social relationship in work environment and a greater pressure in work account for larger percents, respectively 42.5% and 44.5%. Besides, further studies and families may lead to lose of talents.

Employers praise highly on the cultivation of business management talents in Shandong University of Finance. According to their opinion, business management graduates in this university have better comprehensive qualities. They also put forward some constructive suggestions that chiefly focus on two aspects, namely enhancing practices and innovation abilities.

## **2. The cultivation of business management talents in higher colleges**

This research has been done in August, 2007. And the objects in this research are higher colleges in which business management talents are cultivated. 50 questionnaires have been given out, and 45 have been taken back. The effective ratio is 90 percent. The result can reflect the talent cultivation mode in universities and colleges.

### *2.1 The scale of business management specialties in colleges and universities*

In the 45 questionnaires, all colleges and universities have majors related with business management. Thereof, all have the business management major, 90 percent marketing, 80 percent accounting, 75 percent human resource management, 60 percent tourism management, 60 percent logistics management, and 55.8 percent electronic business (see Table 2).

This table shows that the scale of business management is relatively large and the level should be further improved.

### *2.2 The mode of cultivating business management talents in colleges and universities*

Among these colleges and universities that have majors related with business management, 66.7 percent agree that the cultivation goal should focus on practical talents, and 33.3 percent on theoretical experts. During the graduate period, none of colleges or universities emphasize on cultivating theorists. Meanwhile, 53.3 percent of colleges and universities lay stresses on cultivating students' comprehensive qualities, then on serious work attitudes and responsibilities. It indicates that colleges and universities are practical.

For the issue of curriculum arrangement, 73.2 percent of colleges and universities think that most courses are reasonable but less unreasonable. Only 13.4 percent think totally reasonable or unreasonable. For the proportions of different courses in total learning periods, opinions are centered in four points. 70 percent of colleges and universities think that common basic courses should occupy merely 10 percent of total learning periods. 44.4 percent think that basic specialty courses should occupy 30 percent of total learning periods. 44.4 percent think that specialty courses should occupy 30 percent of total learning periods. 62 percent of colleges and universities think that common selective courses should occupy 10 percent of total learning periods. It indicates that colleges and universities lay more stresses on cultivating students' basic abilities and specialty abilities.

For teachers' teaching ways and assessments, 66.7 percent of teachers in colleges and universities are top managers in enterprises. The percent is same for teachers who have management experiences. 46.2 percent of teachers are graduated from normal universities (see Figure 3). In the teaching ways, mutual communication accounts for 57.8 percent, class presentation 44.4 percent, and case teaching 35.5 (see Figure 4). The assessments are chiefly closed examination (65%), thesis (29%), and case discussion (3%) (see Figure 5).

Apparently, the teaching way is chiefly class presentation, being short of practices and mutual activities. This should be noticed by colleges and universities. They should pay more attentions on exploring new teaching ways.

Data show that the single assessing way can not reflect students' qualities completely. It is necessary to find out new assessing ways to form a set of complete evaluation system.

For the practice courses and case studies, 51.1 percent of colleges and universities agree with the combination of theories and practices. For the ways of cultivating students' practice abilities, 53.3 percent of colleges and universities emphasize on taking in enterprises' top managers as part-time teachers, 46.7 percent choose to take enterprises as practice bases and send students there periodically, 35.5 percent case studies, 33.3 percent software-simulated teaching, 31.1 percent arrange specialty teachers to guide students in subjects researches, and 13 percent hold on a forum of entrepreneurs and invite them to deliver lectures (see Figure 6). Meanwhile, for the ways of college students participating in social practices, most (46.7%) are based on volunteer organizations. It indicates that practices should be emphasized in cultivating business management talents, which can improve students' practice quality by multiple ways.

### 2.3 Colleges and universities' expectations for graduates

Among these colleges and universities, 37.8 percent think that the employment situation of business management graduates is better (optimistic and very optimistic), 36 percent think it normal, and 24.2 percent pessimistic. And 53.4 percent colleges and universities think that the greater pressure in employment is from too-much stresses on theoretical knowledge. But some (31.1 percent) also think that the pressure is coming from too-much graduates.

For the issue of business management graduates' positions in enterprises most are practical. The Figure 7 as follow reflects their attitudes rightly.

### 3. Conclusions and countermeasures

According to analysis above, the graduates cultivated by colleges and universities fail to meet the employers' requirements in a sense. On one hand, enterprises demand for comprehensive talents who possess practical abilities and innovation abilities. On the other hand, lots of factors contribute to the weakness of colleges and universities in cultivating students' practice abilities and innovation abilities. As a result, amounts of graduates become unemployed after graduation. In general, graduates and enterprises hold different opinions toward the issue of employment difficulty. Graduates pay more attentions on knowledge by which they can improve themselves, possess stronger competitiveness, and win in employment competition. Therefore, it is urgent to reform the mode of cultivating business management talents. Based on researches above the author puts forward these suggestions as follow.

Firstly, emphasize quality education and improve students' technologies and abilities comprehensively.

Colleges and universities should lay more stresses on quality education, creating a nice environment, including practices and knowledge, for college students starting a career. In daily education, focus on cultivating students' innovation abilities. In special, abilities of social communication, leadership decision, and organization management should be emphasized in practices in colleges and universities.

Secondly, enterprises should provide with more opportunities and trainings for graduates.

Enterprises prefer to employ talents with high comprehensive qualities. However, although they possess work experiences, it is hard for enterprises to cultivate them with a sense of corporate acceptance. And it is relatively easy for them changing jobs. In contrast, it is easy for the first-year graduates generating a sense of acceptance and responsibilities. After a period of training and cultivation, they will become talents soon. Therefore, enterprises should have a long-term eye, giving more opportunities and trainings for graduates.

Thirdly, for graduates, they should have self-confidence. And they should hold a belief that they will success sooner or later. Besides, they should accept enterprises' cultures and ideas. And they should have right values. Once entering an enterprise, one must do his best. Believe in this idea and culture, and use it regulate one's behaviors and improve the loyalty to the enterprise. That is the base for a college student fitting into an enterprise quickly. Find one's position in an enterprise. Self development should be in accord with enterprise's development. And both are mutual dependent. A graduate should hold this idea that no matter where the enterprise develops toward, he or she must contribute necessary qualities and abilities to the enterprise. Only when a graduate possesses something that is valuable for enterprises, he or she can realize the values of life.

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Table 1.

Subject	Item	Satisfied	Relatively satisfied	Not satisfied	Unsatisfied	Unclear
Thoughts	Politics consciousness	60	40	0	0	0
	Social responsibility	50	50	0	0	0
	Morals	60	40	0	0	0
Work attitudes	Professional morals	70	30	0	0	0
	Dedicated spirits	70	30	0	0	0
	Team spirits	60	40	0	0	0
Basic knowledge	Knowledge structure	40	60	0	0	0
	Foreign language level	60	40	0	0	0
	Computer technology	50	50	0	0	0
Specialty knowledge	Theoretical level	60	40	0	0	0
	Specialty level	50	50	0	0	0
Work ability	Adaptable ability	20	80	0	0	0
	Psychological quality	30	70	0	0	0
	Practice ability	20	80	0	0	0
	Verbal expression	20	80	0	0	0
	Innovation ability	20	80	0	0	0
	Social ability	50	50	0	0	0
	Organization management ability	60	40	0	0	0
Comprehensive evaluation		80	20		0	0

Table 2.

Major	Business management	Marketing	Accounting	Human resource management	Tourism management	Logistics management	Electronic business
Number	45	40	36	34	27	27	25
Proportion (%)	100%	90%	80%	75%	60%	60%	55.8%
Proportion of key majors in province	44.5%	17.8%	11.1%	6.7%	2%	2%	2%

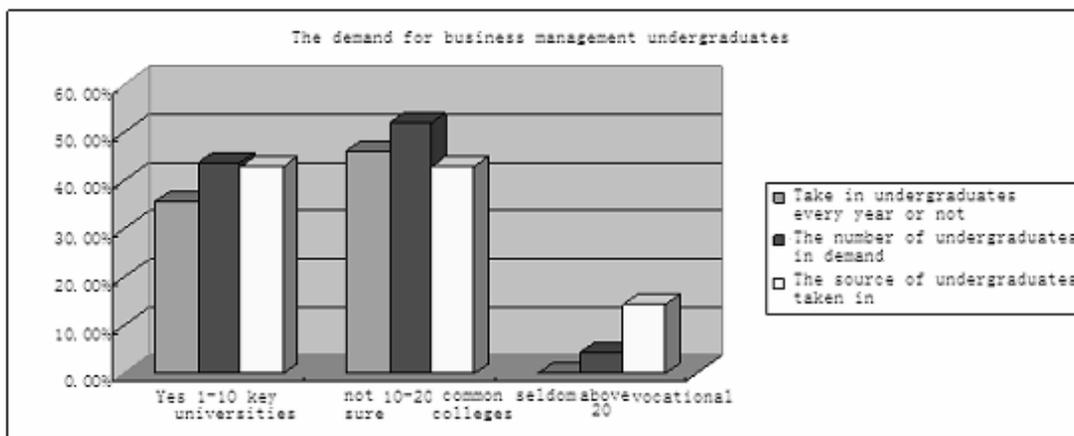


Figure 1. The Demand for Business Management Graduates

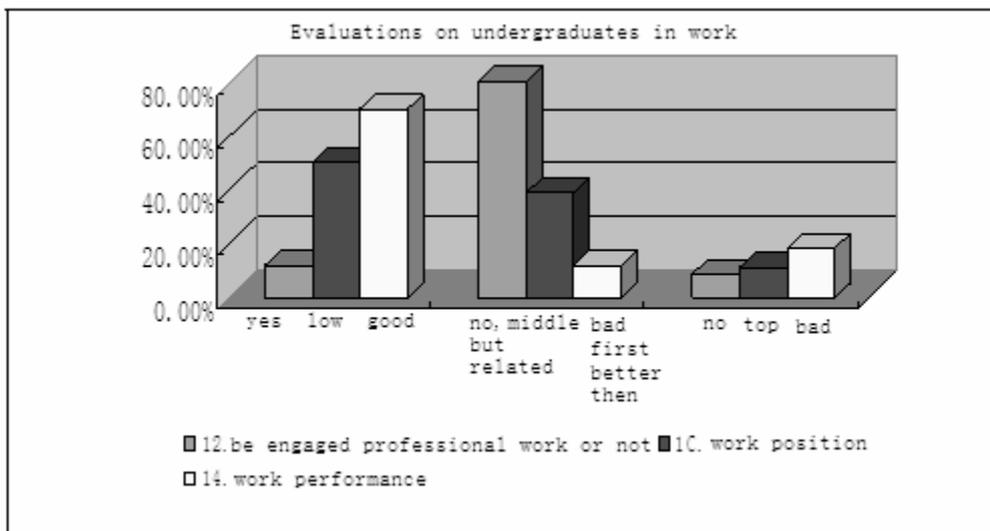


Figure 2. The Evaluations on Graduates in Work

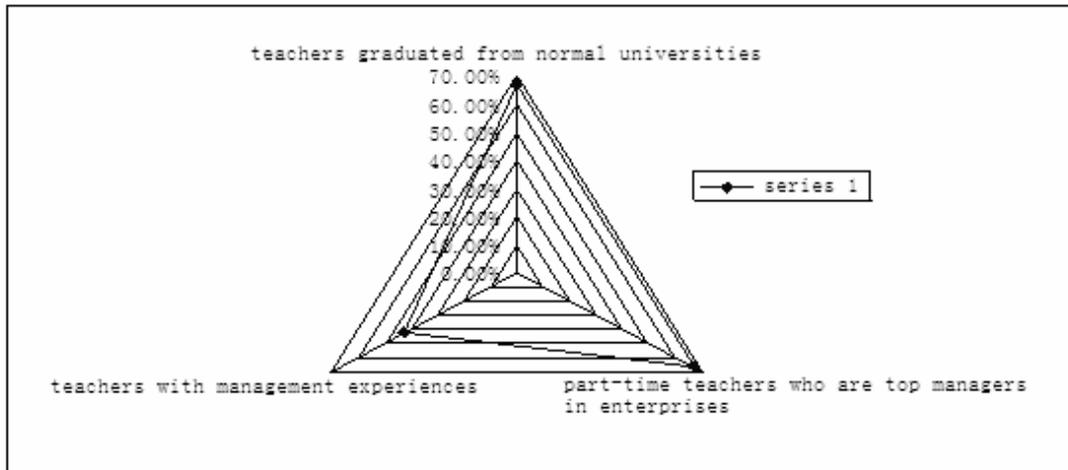


Figure 3. The Sources of Teachers.

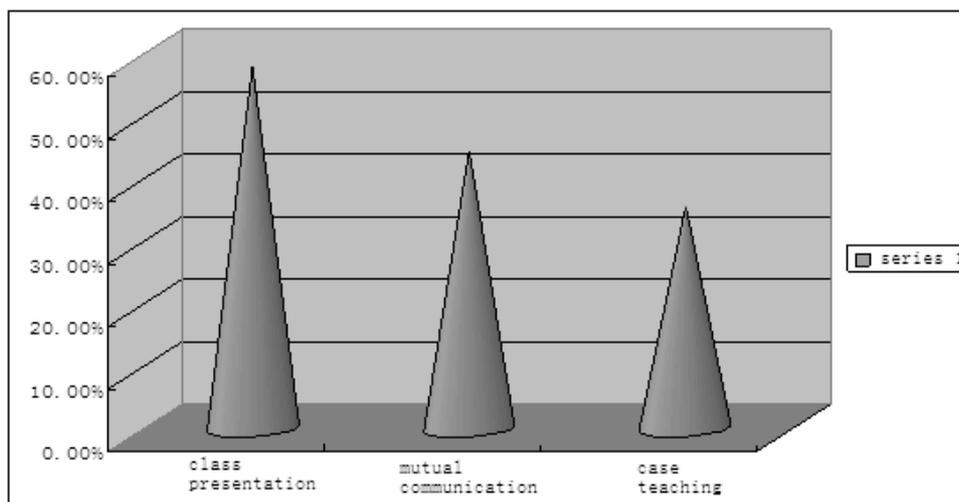


Figure 4. The Teaching Way for Majors Related with Business Management.

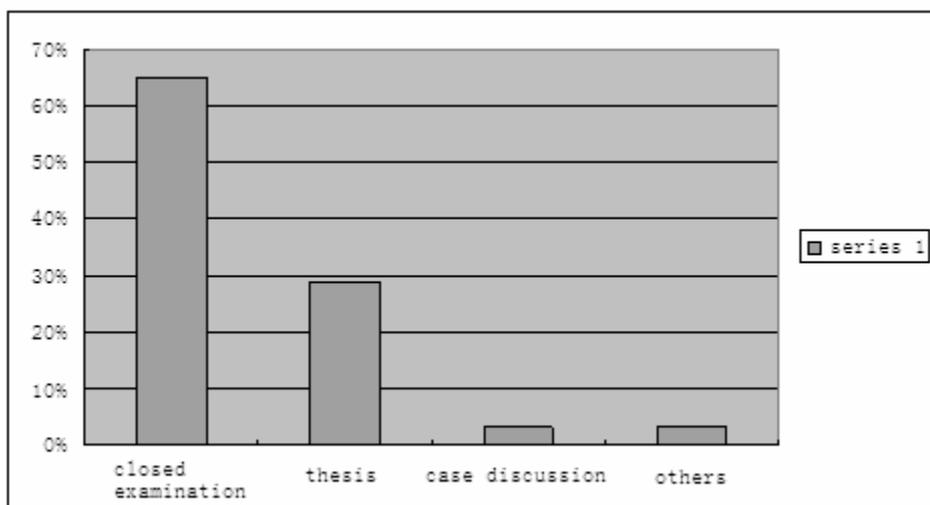


Figure 5. The Proportion of Assessing Way.

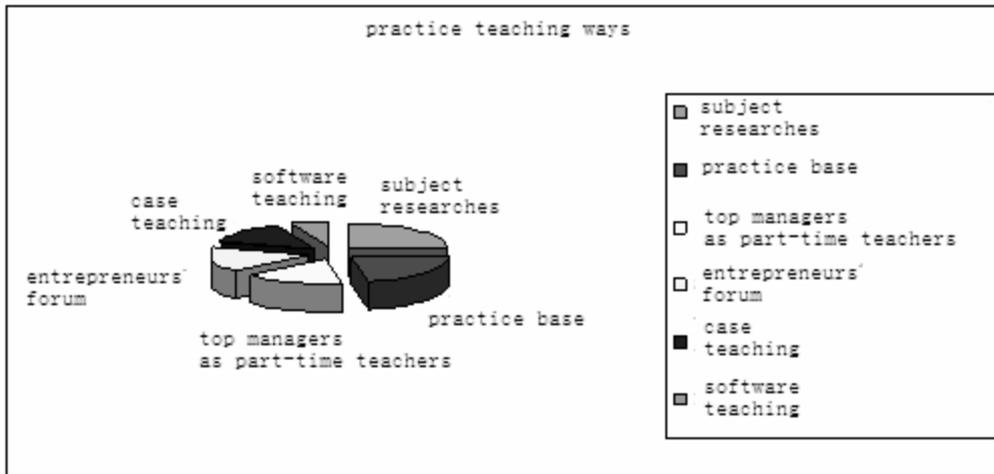


Figure 6. The Ways of Practice Teaching.

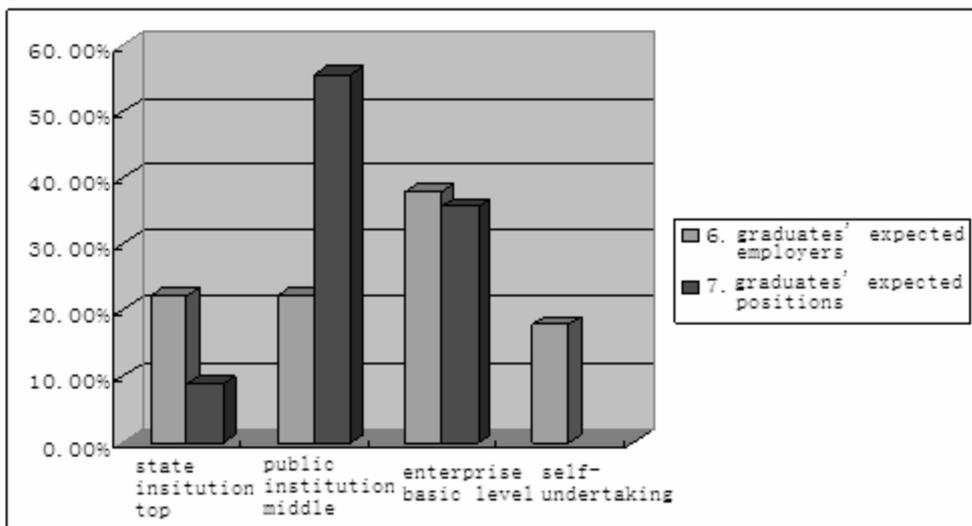


Figure 7. Colleges and Universities' Expectations for Business Management Graduates.