

Thought on the Construction of Economic Management Laboratory in Non-Finance and Economy University

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Sponsored by Shuangzhi Plan Doctoral Special Fund of Business School, Sichuan Agricultural University

Received 1 December 2012; accepted 14 February 2013

Abstract

In this paper, firstly we discuss some special problems about economic management laboratory in Non-Finance and Economy University from their present construction condition. And then we point out that in Non-Finance and Economy University, economic management laboratory should depend on its advantageous subject platforms, and carry out construction and management from the angle of adaptability based on the benchmark of advanced economic management laboratory.

Key words: Non- finance and economy university; Economic management laboratory; adaptive management

ZOU Fang, HE Guozhu (2013). Thought on the Construction of Economic Management Laboratory in Non-Finance and Economy University. *Higher Education of Social Science*, 4(2), 52-56. Available from: <http://www.cscanada.net/index.php/hess/article/view/j.hess.1927024020130402.3487>
DOI: <http://dx.doi.org/10.3968/j.hess.1927024020130402.3487>

INTRODUCTION

Along with economic development, fierce market competition, and fast development of information technology, the demand of society for economic management talents increases greatly, especially talents with modern international economic management experience, resulting in higher and higher requirement on cultivation of economic management. Meanwhile, experimental teaching of economic management is the main channel to realize the transformation of talent

cultivation model. Involving with theoretical knowledge of various aspects including economics, management, and information technology, practical teaching of economic management focuses on solving realistic problem. Through the process of problem solution, students will know, master, analyze, and studying common problem, corresponding solution, and solution process in economic management industry. In addition, students will directly experience the application process of economic management, get familiar with the whole process of economic management, and deeply understand principle and process of economic management by means of knowledge application. By increasing interest in learning and contacting actual problem through perceptual cognition, students will accept theoretical knowledge gradually, obtain precious experience, and improve teaching efficiency and effect during the simulation operation process.

In dozens of years, construction of economic management laboratory and experimental teaching in China already obtains great advancement. However, various universities have different development status in all aspects including enrollment scale, enrollment level, subject construction focus, and development thinking. As a result, economic management laboratories in different universities have different development levels and encounter different problems to be solved. Among them, as subjects of economic management in non-finance and economics universities have very different strategic location from those in finance and economics universities. Compared with economic management laboratory in finance and economics universities, economic management laboratories in non-finance and economics universities have the following problems: single experimental equipment, incomplete experimental method, insufficient experimental software, and insufficient experimental scene. As a result, economic management laboratories in non-finance and economics universities cannot fully perform their functions. If

we ignore these differences and compare economic management laboratories in non-finance and economics universities with economic management laboratories in finance and economics universities, economic management laboratories in different universities must encounter the status consisted of dim positioning and blind development. Therefore, for the research on construction of economic management laboratory, we must distinguish non-finance and economics universities from finance and economics universities, and grasp the construction thinking according to their respective characteristics and subject advantages.

1. THE CHARACTERISTICS OF ECONOMIC MANAGEMENT EXPERIMENTS

Vernon Smith, the Nobel laureate in economics in 2002, used a series of experimental methods and designed some reliable standards for economic research experiments, proving that economics is an experimental science. However, economic management experiments are different from polytechnic experiments in many ways. Because economics and management are practical, the economic management experiments are featured by internships, comprehensiveness, cooperation-emphasized, uncertainty of process and result, high requirements for experiment. Reasonable experimental teaching and management mode should take these features into consideration.

1.1 Internship

Internships and experiments are main forms for practical teaching of economic and management. The difference between internship and experiment mainly lies in the different purpose. An experiment is to start certain operation or carry out certain activity in order to testify one scientific theory or hypothesis. Its purpose is to testify the theory or the hypothesis. The internship is to apply the theoretical knowledge, methods, and techniques to real work and obtain the capability of independent work. Its purpose is to train and improve the students' actual ability to work, promote the combination of theories and practices, and make them become the most competitive talents. However, internship has many defects in practice, including the choice of appropriate contents, the control over the process, the difficulties of organization, and the fairness of assessment. The economic management prefers to simulated experiments. According to the teaching requirements, given similar or same circumstances, we can design a set of complete economic activities and ask students to deal with them by relevant laws, regulations, and processes, training them with actual ability to work.

1.2 Comprehensiveness

The comprehensiveness mainly means that the economic management experiments cover a large field and scope in content. It can be analyzed from two aspects, i.e. the

range of curriculum and the content of subject. For the professional teaching of economic and management, the experimental modes include the course experiment and the professional comprehensive experiment. Some experiments cover or associate with several different courses, involving both professional knowledge and amounts of knowledge from other fields.

1.3 Emphasis on Cooperation

The economic management experiments emphasize on cooperation of people, valuing the information exchange and communication among different parties. The economic management experiments simulate the actual business operations which need the cooperation of people from a variety of positions that might be from one functional department in one organization or from different functional departments in the same organization or even from different functional departments of different organizations. In the simulated experiment, each student plays the independent role with certain responsibility and economic interests in real life. They deal with the economic activities considering the responsibility of the role and the interests. Each student makes information exchanges with others in the experiment and makes business decisions according to the others' possible reaction. The behavior of each role will affect others' behavior and might be affected by others.

1.4 The Uncertainty of Experimental Process and Result

Although the economic management experiments have the basic processes, the objects of these experiments are not objective laws but about mastering the man-made rules or observing these rules' application in real life. Individuals' understandings of these rules and their preferences would affect the process and the methods of dealing with economic activities, which would further impact on others' successive economic activities. Therefore, in one specific experiment, each role affects and would be affected by others, showing some uncertainty.

2. CURRENT STATUS OF ECONOMIC MANAGEMENT LABORATORY IN NON-FINANCE AND ECONOMICS UNIVERSITY AND PROBLEM ANALYSIS

Along with the development of higher education and expansion of school scale, many universities have launched subjects of economic management, resulting in the status that every university has economic management subject. Due to increasingly deepening subject development and constantly adjusting economic and social structure, talent cultivation scale problem in subjects of economic management in non-finance and economics universities gradually comes out. Compared

with finance and economics universities, economic management laboratories in non-finance and economics universities commonly have the disadvantages including: late foundation, common subject advantage, insufficient profession in teachers of laboratories, and incomplete resource allocation. However, it shall also be realized that economic management laboratories in non-finance and economics universities have the compound advantage of subject system and post-development advantage, which is the strategic decision for construction of economic management laboratories in non-finance and economics universities. Therefore, it is worthy of investigation and research by accelerating laboratory development, realizing disadvantages, expressing advantages, forming comparative advantages in aspects such as learning, resource, and innovation, reducing the gap with famous finance and economics universities, increasing students' practical operation ability, and promoting graduates to have a tiny place in the market.

2.1 The Economic Management Laboratory Has Low Position

Every university has its advantageous subjects and corresponding majors. Seen from the angle of strategic development, due to the limitation of overall resource, the emphasis and input on different subjects shall be different. Compared with finance and economics universities famous for economic management, economic management subjects in non-finance and economics take inferior position in the subject system structure. The focus of strategic development does not dip towards economic management experiment, which is the reason that economic management laboratories in non-finance and economics universities encounter many problems in fund input, laboratory planning, management system, reform and innovation of experimental teaching, and construction of teachers' team. Therefore, the developments of economic management laboratories lag behind from the construction of other advantageous subject laboratories, and lags behind economic management laboratories in relevant finance and economic universities. It is just the unbalance in subject structure that causes the hysteresis and bottleneck of economic management subjects in non-finance and economics universities.

2.2 The Update of Professional Software in Laboratories Lags Behind the Time

Economic management laboratories aim to provide students with virtual experimental environment. As a result, students can change role according to demand and experience method and form in real economic management operation. Therefore, experimental teaching system is consisted of hardware, software, course, and teacher. However, because of the characteristics of economic and management subjects, the software update period in economic management laboratories will be

shorter than experimental hardware (including computer and network equipment). It is requested that economic management laboratories shall expand corresponding applications according to the subject development. For example, investment management laboratories shall install professional software including stock investment analytical software; financial accounting laboratories shall have accounting computerization application software related to accounting; marketing laboratories shall be equipped with simulation database and data analytical software of various enterprises; logistics management laboratories shall be equipped with business process modes related to customs and trades. However, as development platform and information communication opportunity of economic management subjects in non-finance and economics universities are far behind from famous finance and economics universities, so the laboratories are not sensitive to external development of the subjects. In addition, the laboratories cannot effectively and promptly study advanced experience and ideal of foreign advanced laboratory construction, resulting in serious hysteresis phenomena in update of application software and improvement of operation method. Usually, due to information asymmetry, some application software and research methods have been eliminated. However, non-finance and economics universities still use these software and research methods, so students with old knowledge will be with insufficient competitiveness in job market.

2.3 Insufficient External Communication; Tutors of Experiment Are not Trained Completely

Comprehensive economic management laboratories cover a wide range of subjects and majors. Therefore, it is requested that tutors of experiment shall master computer and information technology, and understand professional knowledge of economic management. Only tutors of this kind can complete the daily management and maintenance work in laboratories and economic management experimental teaching. However, management staffs in economic management laboratories of non-finance and economics universities may match one of the conditions, or even match none of the condition. It is pointed out before that as economic management subjects in non-finance and economics universities lack of emphasis and support from subjects, so tutors of experiment in economic management subjects have few opportunities in external communication. As a result, necessary trainings on relevant tutors of experiment are not insufficient. Besides, in addition with existed professional teaching mode, fixed idea, and insufficient corresponding motivation system, teachers and management staffs in economic management laboratories of non-finance and economics universities lack of enthusiasm on construction of laboratories and experiment projects, resulting in unsatisfied teaching effect.

3. THE SUGGESTION TO IMPROVE THE DEVELOPMENT OF ECONOMIC MANAGEMENT LABORATORIES IN NON-FINANCE AND ECONOMICS UNIVERSITIES

Along with the expansion of school scale, seen from the surface of overall subject development, economic management laboratories have stronger position when the universities promote mass education. However, in fact, economic management laboratories in non-finance and economics universities have encountered a lot of problems including: commonly low subject position; teachers and management staffs in laboratories lack of necessary study, communication and training; teaching materials, software, teaching idea, and teaching mode in experimental teaching are behind from the time. All of these problems lead to the current situation: on the one hand, various universities have popularized economic management subjects, and on the other hand, corresponding experimental software, teaching resource, and teaching idea fail to catch up with the step of large-scale operation, resulting in the current situation: economic management subjects in non-finance and economics universities have unclear positioning and blind development objective; repeated low-level construction of laboratories; resource difficult to be shared; low-level scientific research. Therefore, in order to connect the theory with practice of economic management subjects, construct the second class of students, and facilitate students with competitiveness to meet the requirement of applied economic management talents in job market, the paper puts forwards the following suggestion on how to make use of school advantages:

3.1 Based On Their Advantageous Subject Platform, Express Compound Subject Advantage In non-finance and economics universities, due to limitation on amount of resources in all aspects, different subjects will inevitably have different positions. Therefore, the emphasis and input on different subjects must be different. Seen from overall strategic development of the universities, it is an objective situation difficult to change. Therefore, it is reasonable that economic management laboratories will not be developed firstly. However, we shall not underestimate the capabilities. Everything has advantages and disadvantages. Seen from the profession of economic management, non-finance and economics universities are behind from finance and economics universities. However, if non-finance and economics universities can effectively integrate their resources and express the integrated advantages of compound subjects, they can have their location in job market effectively. Economic management subjects in non-finance and economics universities must carry out internal and external resource integration positively,

and blend in their subject advantages effectively in simulation operation and practical teaching based on their advantageous subject platform. In this way, students will have compound subject advantage, which is their unique competitiveness in job market. For example, economic management subjects in agricultural universities can blend in the simulation on aspects including agricultural economic management subjects, agricultural product development and marketing, agricultural sale network and logistics channel optimization through experiment and teaching. Building universities can develop the practice and operation in aspects including real estate development, sales, and real estate service management, which inputs a little and generates scale economies effect of compound subject system. Meanwhile, with their competitiveness, students can transform their disadvantages to advantages and develop unique job market.

3.2 Manage the Laboratories from the Angle of Adaptability and Update Teaching Method and Professional Software in Time

According to simple adaptive management thinking, all kinds of management have certain problem in adaptability. Under complex and changing social conditions, it is requested by management practice that managers must master management knowledge, which can disclose the dynamic, complex, and changeable advanced management knowledge, to satisfy the requirement of sustainable development of organization in transformation era. Meanwhile, due to changeable economic management and creative management activities, the teaching materials cannot provide accurate content with strong operability, for teaching contents and ideas are also concluded based on strong summarization. Therefore, there is no specific and clear guidance in economic management experiment. During the application process, people may experience or even break through the innovation in theoretical scope. Software of economic management subjects must adapt to changes of social environment. Along with constantly deepening and refining theoretical research, software of economic management subjects has short update period. Besides, due to limitation of subject platform, teaching ideal in non-finance and economics universities is common behind from famous finance and economics universities. Furthermore, the update of experimental software is behind from the teaching. Therefore, non-finance and economics universities encounter certain block in experimental teaching of economic management. As a result, in order to adapt to changing practical environment, economic management laboratories in non-finance and economics universities shall realize their status and task. They may not achieve innovation. However, they shall advance with the times, catch up with the steps of subject development, transform teaching method and idea in time, and update experimental professional software to satisfy the requirement of society on talents.

3.3 Based on the Benchmark of Advanced Laboratory, Strengthen Communication and Study, Improve Professional Level of Teachers

Current economic management laboratories have different scales, and different positioning. Large economic management laboratories position themselves as the combination of scientific research and teaching, including laboratories in Beijing University and Renmin University. Analysis and simulation laboratory in the school of economics and society of Beijing University is divided into two parts: research room and computer experiment room. The laboratory has been the window of external opening for liberal art laboratory in Beijing University. Renmin University established the first economics laboratory in 1994. In addition, it has developed and designed some tools, simulation teaching environment and actual large information system with full intellectual property. Furthermore, it has set up wide scientific cooperation with domestic and foreign relevant research institutions. Compared with famous finance and economics universities, economic management laboratories in non-finance and economics universities shall have their clear positioning. Management mode and construction thinking for laboratories in famous finance and economics universities have important demonstrative effect to non-finance and economics universities. Therefore, as relatively weak subject, economic management laboratories in non-finance and economics universities

must walk out positively, and promote mutual learning opportunities and regular communication among teachers in laboratories. In addition, teachers may visit advanced laboratories for learning and experience communication. Cooperation and communication of real meaning can be realized by eliminating denominationalism. Furthermore, teachers shall have the ability to look for common appeal and contact point. Based on the benchmark of advanced economic management laboratories, teachers will compare, visit, study, and communicate together to promote the excellent and harmonious development of economic management laboratories and cultivate more excellent professional economic management talents for China.

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