

新世纪高等教育教学改革工程

新世纪经济学类 法学 管理学类专业
教育教学改革与发展战略研究报告

中国工商管理类专业教育教学 改革与发展战略研究之一

项目主持人 席酉民

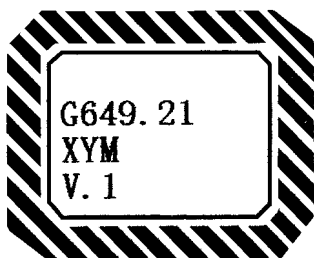
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项目主持人简介

席酉民博士系西安交通大学副校长,教授、博士生导师。分别于1982年和1984年获得理学学士和工学硕士学位,1987年在西安交通大学获我国大陆第一个管理工程专业博士学位,1988年破格晋升为副教授,1992年再次破格晋升为教授,1993年成为我国管理工程领域最年轻的博士生导师。现兼任教育部工商管理教学指导委员会主任委员、国务院学位委员会工商管理学科评议组成员、教育部科技委员会委员、国家自然科学基金委员会委员、全国MBA教育指导委员会委员、中国系统工程学会常务理事、青年工作委员会主任委员等职。先后多次赴加拿大、新加坡、美国、日本等国家和我国香港、台湾地区合作研究和讲学。承担并完成了包括国家自然科学基金会优秀中青年人才专项基金、国家教委优秀青年教师基金和重点跟踪支持基金、“国家杰出青年基金”等数十项重要研究课题,发表论文200余篇,出版著作10余部,获省部级以上科研成果奖10项,并获“做出贡献的中国博士学位获得者”荣誉称号、中国青年科技奖、“中国青年科学家”奖等综合性奖励,是国家级有突出贡献的中青年专家。

Introduction of the Project Principal

Dr. Xi Youmin is Professor of management and Vice President of the Xi'an Jiaotong University. He got B. S. in physics and M. E. in systems engineering in 1982 and 1984 respectively. In 1987, he got the first PhD in management engineering in mainland of China. He was promoted to be associate professor in 1988 and professor in 1992. In 1993, he became the youngest doctor advisor in management science and engineering in China then. In addition to his duties at Xi'an Jiaotong University, he is the director of National Business Administration Education Guidance Committee of the Ministry of Education, member of Evaluation Group of Academic Degrees Committee of the State Council, member of National Supervisory Committee on MBA Education, member of Technology Committee of the Ministry of Education, member of the National Natural Science Foundation of China, member of Chinese System Engineering Council and director of its Yong Scholars Committee.

Dr. Xi even visited Canada, Singapore, the U. S. , Japan, Hong Kong and Taiwan of China for many times to conduct joint researches and give academic lectures. In recent years, Dr. Xi is carrying out several key research projects, such as "managerial behavior and group support system", "relationship between government and state owned enterprises", "research on the theory, model and policy about the organization, development and coordination management of enterprise groups", "innovation of organization and harmony management theory" and so on. Most of them are supported by National Nature Science Foundation's "Chinese Distinguished Young Scientist Fund" and "Key Project Fund", State Education Committee (predecessor of the Ministry of Education)'s "Excellent Young Teacher Fund" and "Key Tracing and Supporting Fund".

As author or co-author, Dr. Xi published more than 200 academic papers and 15 books in the fields of evaluation and decision analysis of large scale projects, strategic management and policy analysis, decision-making and decision support system, managerial behavior and firm

theory, higher management education, etc.. He has been awarded many important prizes by Chinese central government and its ministries, such as the Prize for Young Scientists of China (10 winners per two years in whole country), the Prize of Science and Technology for Chinese Young Scholars (100 winners per two years in whole country), National Young and Middle Age Experts who has made distinguished contributions and so on.

前 言

中国高等教育经过从办学体制、管理体制、投资体制、招生与毕业生就业体制及校内管理体制等五个方面的改革,初步实现了办学规模、结构、质量和效益的协调发展。作为高等教育的子系统之一,工商管理类学科专业教育教学工作也发生了深刻的变化。首先是学科专业的调整,本科专业由 21 个调整为 6 个,专业口径大大拓宽,人才培养的适应面增大。其次是院校调整与合并,使原先分散在传统理工、财经、师范及综合等院校内的工商管理类专业得以优化和重组,优势资源实现了互补与共享,专业的办学质量和效益得到了提高。同时应当看到的是,这些变化基本上是在我国高等教育体制重大改革与创新的推动下发生的,为工商管理类学科专业教育教学改革和发展创造了良好的外部条件。在此基础上,如何根据工商管理类学科专业的特点和人才需求的趋势,调整现有的教育教学模式,培养能够胜任 21 世纪管理活动的人才,成为人们关注的重点。

近 20 年来,我国工商管理类学科专业教育教学取得了飞速的发展,但仍然滞后于我国改革开放和社会经济的发展,表现在教育理念、培养模式、师资配备、教材建设、教学方法与手段等诸多方面,而且这种滞后在本科生教育中体现得尤为明显。本研究着眼于工商管理类本科教育内在的发展动因与机制,回顾了我国工商管理类本科教育的发展历程,对发展现状进行了全面的调研与剖析,并对发达国家工商管理类本科教育的各项要素及其动态关系进行了研究,得出了一系列有借鉴意义的结论。在此基础上,本研究还从战略目标、整体思路、规模结构、培养模式、质量要求及评估等角度,对我国工商管理类学科专业教育教学改革与发展战略进行了系统分析,并提出了相应的政策建议。

本报告系教育部“新世纪经济学、法学和管理学类专业教育教学改革工程”重点项目“工商管理类专业教育教学改革与发展战略研究”的总报告。本项目由西安交通大学管理学院承担完成,席酉民教授担任项目总负责,项目组主要成员的分工是:席酉民、王洪涛、梁磊(第一、二、八章),赵西萍、赵文红、殷可(第三、四章),万迪昉、胡笑寒、柴俊武、杨鹏鹏(第五、六章),王洪涛、宋合义、熊琼(第七章),韩巍、王洪涛、卫民堂(第九章)。在各章初稿完成后,席酉民、梁磊、王洪涛进行了统稿和最后修订。

在历时一年半的研究过程中,项目组得到教育部高等教育司领导的大力支持和兄弟院校的积极协助,特别是杨志坚、吴燕同志对项目研究工作的关心、指导和帮助,以及2001年3月天津会议和2001年8月大连会议上,有关专家对本项目阶段性研究成果提出的建设性意见和建议,促使项目得以最终顺利完成,在此一并表示衷心的感谢。同时,项目组在研究中参考了大量国内外相关的研究成果与文献并尽量加以标注,但限于篇幅依然无法全部列出,谨此向这些成果与文献的完成者表示诚挚的谢意!由于时间和资料等方面的局限,本报告必定存在欠缺和不当之处。我们真诚地欢迎各方面的批评指正,以利于改进和完善。

席酉民

2001年12月15日

Preface

The higher education in China has achieved great developments in scale, structure, quality and social benefits since the reforms in education system, management system, investment system, students recruiting and graduates employment system, and school running system. As one of the subsystems of higher education, Business Administration Education has also changed profoundly. Firstly, due to the subject adjustment, the undergraduate majors declined from 21 to 6 and the graduates are able to adapt to more complex environments. Secondly, the consolidation of the colleges helps optimize and reallocate the education resource of Business Administration Education dispersed in traditional technology colleges, finance and economics colleges, normal schools and universities. As a result, the quality and benefit of education has been improved. But we must realize that all these changes were driven by the reform and innovation of the higher education system as a whole and have created favorable external conditions for the innovation and development of the Business Administration Education. Under this situation, how can we adjust the existing education model and train outstanding graduates according to the characteristics of Business Administration Subject becomes the focus of attention.

In recent twenty years, Business Administration Education has developed quickly, but it still cannot meet the demands of the Reform and Opening of China, which is reflected in education ideas, training models, faculties, teaching materials and teaching methods. This is especially obvious in the undergraduate education. This research focuses on Business Administration Education for undergraduates, reviews its developing history and analyzes its present conditions. At the same time, the key factors of Business Administration Education in advanced countries have also been studied. Based on demand analysis, present conditions analysis and international comparison, this research systematically analyzes the reform and development strategy of Business Administration Education from strategic aims, holistic

approach, scale and structure, training model, quality requirement and evaluations. It also offers relevant policy suggestions.

This is the comprehensive report of the “Strategy Research on Reform and Development of Business Administration Education”, a key project of “The Education Reform Projects of Economics, Law and Management Subjects in the New Century” launched by the Ministry of Education. The management school of Xi’an Jiaotong University completes this project, and Pro. Xi Youmin is the principal. Project team members are listed below: Xi Youmin, Wang Hongtao, Liang Lei (Chapter 1, 2, 8), Zhao Xiping, Zhao Wenhong, Yin Ke (Chapter 3, 4), Wan Difang, Hu Xiaohan, Cai Junwu, Yang Pengpeng (Chapter 5, 6), Wang Hongtao, Song Heyi, Xiong Qiong (Chapter 7), Han Wei, Wang Hongtao, Wei Mintang (Chapter 9). Xi Youmin, Liang Lei and Wang Hongtao edited and revised the manuscript.

During the one and a half years of research, we have received much help. Now we should thank: leaders in the Higher Education Department of the Ministry of Education, brother colleges, experts in meetings of Tianjin (2001, 3) and Dalian(2001, 8). We should also especially thank Yang Zhijian and Wu Yan for their constructive opinions and proposals. In addition, during this work, we have referred to a lot of literature and relevant research achievements, because of the length limit of the report, we cannot list all these quoted passages, but we must thanks for their hard work. The report must have some shortcomings because of the limited time and materials, so we welcome all kinds of criticisms so as to improve it.

Xi Youmin

2001.12.15

报告摘要

我国工商管理类学科专业教育是在一般管理教育及各类职能性管理专业教育的基础上发展起来的,在人才培养、教育教学和科学研究成果等方面取得了显著的成绩,但是与社会经济发展的要求、与发达国家的工商管理教育相比,还存在着人才培养目标不明确,教育和教学思想相对落后,教育过程与实践脱节,教学内容和方式手段更新慢,高素质师资匮乏等诸多问题。为此,如何在 21 世纪初叶制定出既适应社会发展需要,又符合工商管理教育规律的改革思路和发展战略,便成为摆在我们面前亟待解决的现实问题。

本研究根据对社会经济现实与发展趋势的把握,结合国家高等教育整体改革思路和教育教学发展的内在规律,综合教育管理、系统管理、战略管理和相关的测评分析与定量研究技术,分析了我国工商管理教育在 21 世纪初叶的发展战略,形成了能够反映新时代特点的改革思路和人才培养模式。本研究从人才需求和供给两个方面入手,首先考察了现实经济和社会中管理活动的新趋势及其对管理人才的需求,然后从供给的角度回顾了我国工商管理教育的历史发展过程,通过问卷调查考察了其现状和存在的问题,随后总结和比较了国际高等工商教育的经验、教训,分析了其发展趋势,对 21 世纪我国高等工商管理类专业教育教学改革与发展战略进行研究与设计,最后提出了改革的政策与建议。

在需求篇中,围绕管理活动的专业化,本研究分析了 21 世纪社会经济发展对工商管理类专业人才的需求。改革开放使管理活动由计划经济下行政命令的附属物转变为系统化、专业化的复杂活动,对管理人才的培养提出了多方面、高层次的要求。管理活动中普遍存在着层级性,操作层、中间层和战略层的管理业务需要培养不同的专

求和自身综合实力,确定工商管理本科教育的目标定位。人才成长是一个动态过程,无论定位如何,本科教育教学都要为学生提供一个有竞争力的起点,使其胜任将要面对的管理任务,并为其终身学习和持续发展打下稳固的基础。要做到这一点,就要为学生提供系统的学习和训练,使其具备必需的知识、技能和素质。本报告第二章分析了这些知识、能力和素质的具体内容,提出了培养基础宽厚、专通结合、和谐发展的工商管理专业人才,并围绕知识传授、能力训练和素质培养探讨了工商管理本科教育目标、模式和过程。

在现状篇中,本研究回顾了我国工商管理类学科专业教育的发展历史,从规模、结构、专业布局等角度描述了其现状。为了了解我国工商管理类本科教育的实际效果,比较工商管理本科人才供给与社会需求之间的差距,发现我国工商管理本科教育中存在的问题与不足,本研究从培养目标及培养过程模式、培养内容、课程设置、教学手段与方法、实践环节、教材建设及师资力量等方面,对工商管理类专业本科在校生、任课教师、毕业生和用人单位进行了问卷调查,得出了一些生动直观的结果。通过综合分析,本研究发现学生表现出对现行工商管理学科的培养目标、模式、内容及方式等方面的诸多不满,集中体现在对整个培养体系的系统性、实践性和全面素质培养方面存在的不满,并对培养方式的陈旧、单调和非科学性提出了批评。同时,学生对传统的政治思想教育、道德素质教育和知识教育表示认可,并对教师在讲解传授理论知识与技能方面的满意度较高。在调研基础上,本研究总结了学校、学生和用人单位三方相互依存与矛盾的关系,为调动各方积极性、改善工商管理本科教育教学提供了理论参考依据。

在借鉴篇中,本研究对国外高等院校工商管理教育的特征进行了定量与定性相结合的和比较。第六章在简要综述了几个典型国家的工商管理教育之后,重点研究了美国工商管理类专业本科教育的现状、特征和发展趋势。发达国家的工商管理教育植根于比较完善的市场经济体制,统计数据丰富翔实,本研究在定性分析的基础上,将工商管理教育抽象为由管理院校的行为能力、绩效水平以及市场能力三个基本方面构成的系统模型,并使用因子分析方法和结构方程模型对有关因素进行了定量分析。市场经济比较发达的国家中,工商管理类专业教育受到(社会)市场需求的拉力和(学校)知识增长本身推力的双重作用。两种作用力之间是一种共生演进的关系,即工商管理类学生毕业后为企业创造的经济效益,使企业对工商类人才的需求增加;反之,需求的增加又促使学校培养适应社会的工商管理人才,并不断促进学校积累和传播对社会和企业管理有益的知识成果。在定性和定量分析的基础上,本研究提出了发达国家工

商管理教育对我国工商管理教育的七点借鉴:(1) 国家经济发展状况始终是工商管理专业教育的原动力;(2) 注重综合知识与能力的培养;(3) 培养目标定位明确;(4) 注重实际技能的训练;(5) 课程设置与教学方法多样化;(6) 推动教学、研究与实践的紧密结合;(7) 鼓励教师积极参与管理实践。

在战略篇中,本研究运用“5力模型”分析了我国工商管理类学科专业本科教育的战略位置,在现状调研和国外比较借鉴的基础上,提出了工商管理教育改革发展战略需要解决的三个问题:方向(Direction)、框架(Framework)和动力(Drive)。工商管理教育植根于社会经济土壤,并不是一个封闭的体系,而是吸收社会资源、服务社会发展的开放体系。工商管理教育必须以社会需求为导向,必须接受社会各相关利益者(包括学生家长、用人单位、投资者等各个方面)的评价,并以此作为社会资源投入和配置的指标。基于这种认识,我国工商管理类学科专业本科教育改革战略的总方向应以社会需求为导向,完成由计划体制下的人才培养方式向竞争性的市场体制下人才培养方式的转变。基本的框架是,以社会需求为导向制定明确可行的培养目标、建立富有弹性的培养模式、组织科学合理的培养过程和建立准入与绩效评估体系。改革的动力机制是动员社会力量对工商管理教育的绩效进行评价,为社会资源的投入提供指引,在开设工商管理类专业的院校间形成优胜劣汰的良性竞争机制。根据我国经济非均衡发展的国情和工商管理教育实践性强的学科特点,本研究提出区分综合性研究型大学、区域性地方性大学和社区大学(学院)三个层次,分别实施工商管理教育教学改革与发展战略的思路。

在政策篇中,本研究从明确责任主体、建立指导资源配置的评估体系和管理体制创新三个角度阐述了实施改革发展战略的保障条件,提出了宏观层面的四点政策建议:(1)中央政府有进有退,在投入方面逐步收缩范围,重点加强对综合性研究型大学工商管理研究与教育的投入,向经济落后地区适当增加投入,给予更大的办学自主权,鼓励其因地制宜发展工商管理教育。在宏观管理方面减少直接控制与干预,做好准入评估工作,维护工商管理教育的正常秩序和公平竞争。地方各级政府应当加大对区域性、地方性院校和社区院校的投入力度,同时积极动员社会力量投入工商管理教育。制定优惠政策,引导学校根据区域和地方经济发展对工商管理人才的需要确定培养定位。(2)高校应本着“要做大,先做小”的原则处理与管理学院的关系,界定与管理学院在资产、人员和经费划拨等方面的关系,使管理学院真正成为责权利对等的行为主体,为其吸收更多的社会投入、提高本科教育绩效创造制度条件。(3)工商管理类各学科专业

应本着“要做强,先做实”的原则,在培养目标定位、培养模式选择和培养过程创新等方面扎扎实实地做好工作,积累培养满足社会需要的工商管理人才的经验,以此形成自己的核心优势。而“做实”的基本方法是运用增量的资源配置手段,向教学环节倾斜,吸引擅长教学的教师、培养出满足社会需要的工商管理人才。(4)动员社会力量对工商管理教育的绩效进行评价,为社会资源的投入提供指示器,在开设工商管理类专业的院校间形成优胜劣汰的良性竞争机制。在微观层面,本研究就管理院校转变观念、加大投入、生源遴选和目标分流等方面进行了改革的策略分析,提出了“管理研究院分离制度”、“学生选择教师制度”、“实务导向教授制度”、“专家辅导下可定制的培养方案”及“活案例”等具体改革的对策措施。

最后,鉴于工商管理教育不是一个封闭的体系,而是吸收社会资源、服务社会发展的开放体系,本研究呼吁社会各方面共同参与到工商管理教育的改革与发展中来。为了中国工商管理教育的长远发展,为了我国企事业各单位管理水平的普遍提高,敬请关注工商管理教育教学改革与发展。

Abstract

Business Administration Education in China (mainland) evolves from general management education and various professional management educations. Although it has made prominent achievements, it still cannot meet the requests for talents by the economic and social development. Compared with Business Administration Education in advanced countries, there exist a lot of problems, such as vague goals of education, relatively laggard education and teaching thoughts, disjoint of education process and practice, slow updating of teaching contents and methods, lack of high quality teachers. Therefore it is urgent to bring forward reform thoughts and development strategy that are both compliant with social development and accordant with rules of education in the new era.

This research analyzes the development strategy of Business Administration Education in the early 21th century, provides reform thoughts and talent training models reflecting characteristics of the new era. The research is on the basis of (1) recognitions of economy reality and developing trends; (2) combination of the entire reform thoughts of higher education and the inherent rules of education and teaching; (3) integration of education management, system management, strategy management, appraisal technology and quantitative analysis. Firstly, this research probes into the new trends of management activities in reality and the demands for management talents. Secondly it reviews the history of Business Administration Education in our country and examines the present conditions by questionnaire. Thirdly, it summarizes and compares the Business Administration Education in advanced countries. Fourthly, it designs the education and teaching reforms on higher Business Administration Education and relevant development strategy. Finally it puts forward some policies and suggestions.

In the part of demands analysis, focusing on specialization of management activities, this research analyzes the demand for management talents by social and economy development in the 21th

century. Reform and opening have turned management activities from adjunct of planned economy to systematic and specialized activities, thus makes allround and high-level requests on management talents training. Management activities need different specialized management talents at the operation level, middle level and strategy level. This research considers that undergraduate education should mainly train management talents at the middle-level. Undergraduates can act as candidates of operation managers or department managers in the real work, and become qualified after a period of exercises. With industry upgrading and the development of new economy based on knowledge, social demands will increase for compound strategy management talents and new type of operation - level management talents adapted to teamwork. Business Administration Education for undergraduates should adjust accordingly. Since economic development of our country is unbalanced, there are great differences in talent demand by industry and economic development in different regions. As a result, colleges and universities should position themselves in the objectives of Business Administration Education for undergraduates. Because talent growth is a dynamic process, undergraduate education ought to provide students with a competitive starting point, make them qualified for management tasks they will face, and establish secure foundation for their whole-life study and continual development. To reach the goal, Business Administration Education should provide students systematic training and help them have necessary knowledge, ability and quality. The second chapter analyzes the specific contents of these knowledge, ability and quality. Management talents should have both broad and deep base, combine specialty and generality well and develop harmoniously. In addition, chapter two discusses objectives, modes and process of undergraduate Business Administration Education from the prospective of knowledge instilling, capability training and quality cultivation.

The part of reality analysis reviews the history of specialized Business Administration Education in China and describes its present conditions from the aspects of scale, structure and majors. This research obtains some vivid and visual results through inquiring undergraduates majoring in business administration in school, teachers, graduates and employers by questionnaire on objectives, education modes, process, contents, subjects configuration, teaching

methods, practice, textbooks and teachers. Then we can know about the real effects of Business Administration Education for undergraduates in China, and observe the gaps between supply of educated people and the demand of society. The investigation reveals that students show lots of complaints about training objectives, modes, contents, means etc, which concentrated on systematicity and practicality of the education system and allround quality education. Students criticize the antiquated tedious training modes. At the same time students accept traditional political education, moral education and knowledge education and are satisfied with teachers' explaining and imparting theoretical knowledge and know-how. This research summarizes the relationship between schools, students and employers, which gives theoretical hints to activate various forces and improve Business Administration Education.

In the part of foreign reference, this research makes quantitative and qualitative analyses and comparisons of foreign higher Business Administration Education. The sixth chapter briefly narrates Business Administration Education in a few typical countries, and then mainly researches the reality, characteristics and developing trends of Business Administration Education for undergraduate in the U. S. Business Administration Education is embedded in relatively complete systems of market economy in developed countries, so statistical data is accurate and abundant. This research abstracts Business Administration Education to construct a systemic model, which consists of behavior capability of management schools, performance level and market capability. Factor analysis method and structure equation model are used to make quantitative analysis of related factors. Business Administration Education in developed countries is affected by dual forces, which are the pull from (society) market demand and the push from (school) knowledge growth that have symbiotic and evolutionary relationship. In other words, economic benefits created by graduates majored in business administration for enterprises raise demand for management talents. On the other hand, increased demand encourages schools to train management talents accommodated to society, to accumulate and spread knowledge fruits beneficial to society and enterprise management. This research brings forward seven points drawing from Business Administration Education in developed countries, which can be referred to by our country. These points are