

Research Report of Business Education Reforms
in Shanghai University of Finance and Economics

REFORMS OF HOW TO DEVELOP
INNOVATIVE BUSINESS TALENTS

财经类创新人才 培养模式改革

——上海财经大学商学教育改革系列研究报告

孙 铮 主编

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本报告集是教育部国家教育体制改革试点项目——“财经类创新人才培养模式改革”——的重要研究成果,并获得上海市研究生教育学会研究项目“科学发展观下的财经特色 MBA 教育模式探讨”、上海财经大学课题“商学创新型人才培养与商学教育教学改革系列研究”和上海高等教育学会课题“教师的教学对学生创新和领导力的影响”三项课题的大力资助,在此致以诚挚的谢意!

我国的现代高等商学教育已经走过了 20 多年历程, MBA 与 EMBA 教育所取得的成绩有目共睹,但同时在新时期我国的工商管理教育该如何创新、如何培养本土优秀的创业者和管理者、众多商科院校(包括财经院校)应当如何发展等问题也值得商学教育工作者深思。立足于我国经济改革和企业发展的实践,上海财经大学商学院在培养商学创新型人才与提升商学教育理论这两个着眼点上,展开了深入、全面的探索:一方面积极引进和吸收国外学术研究的最新成果,与国际商学教育接轨;另一方面学院凭借扎实的学术功底投身于总结商学管理理论的行动中。

本项课题报告集历时数月,全体商学院教师倾力与之。可以说,这本翰墨飘香的成果是全体商学院教师孜孜不倦探索的结晶,不仅体现了上海财经大学商学院的教学品牌和教学成绩,更昭示了其固有的教学理念和蕴藏的创新价值。报告集通过深入访谈、个案比较、专家报告等方式,收集和掌握了大量商科教育的第一手资料。调研报告集的范围很广,涉及商学教育与人才培养的方方面面,包括 MBA 和 EMBA 教育的改革与思考、工商管理案例教学的差异化研究、商学院国际排名现状及发展趋势分析等多项内容,从不同视角和层面反映了上海财经大学商学院商科教育教学的成果与经验,也对未来商学教育的发展进行了有益探索,为培养兼具本土和国际视野的优秀创新型管理人才做出了贡献。

商学院肩负着培养未来企业家和商业领袖的职责^①,随着技术革命的不断深入和全球化经济形势的日益复杂,未来的商业精英需要具备跨文化的管理能力、引领变革的领导能力以及创造性的组织和行动能力。面对这些挑战,商学院需要重新定

^① 时任上海商科大学(上海财经大学前身)校长郭秉文先生(1880—1969)在其“Commercial Education in China”(1924)一文中指出,1921 年成立上海商科大学之目的,就是“训练和发展那些具有导向能力和组织能力、能够在工商业中居于领导地位者”。参见 E.J.伯格因主编《远东工商活动——1924》,商业大百科全书公司 1924 年版。

位其人才培养目标,提高教师水平,加大教学投入,创新人才培养模式。子曰:言之无文,行而不远。文既成,方行远。将追求卓越的管理知识进行系统化的梳理,创造、传播、共享先进的商学教育理念是作为管理学者的我们和商学院应当始终追求的事业。本课题报告集汇集了上海财经大学商学院教育工作者的智慧与宝贵经验,是对商学院人才培养模式、教学内容和教学方式的重新思考,是对当代商学教育的一次思想碰撞。希望通过本次教学研究和实践,可以凝练出更加成熟的商科教学思想,开辟出一方商科教学的新天地。

不揣谫陋,是为序。

孙 铮

上海财经大学副校长、商学院院长

2014 年春节

Forewords

China's modern business education has had a history of more than two decades, with its MBA and EMBA education achieving remarkable success. However, some fundamental questions still deserve business educators' serious consideration, e.g. how to innovate China's education of business administration in the new context, how to produce excellent local entrepreneurs and managers, and how to further develop various colleges of business. Based on China's experience in its economic reform and the growth of its enterprises, the College of Business (COB), Shanghai University of Finance and Economics (SUFU) has explored, in a comprehensive way, such basic issues as the development of innovative business talents and the promotion of business education theories. COB keeps in line with the international business education by actively introducing the latest research findings from abroad, and engages in the summarization of business management theories by virtue of its own academic strengths.

This collection of project reports took several months to complete, involving the efforts of all COB faculty and staffs in their relentless pursuit of goal. It reflects COB's reputation and accomplishments in teaching, and more importantly, its inherent educational ideals and values. A lot of first-hand materials about business education are included in the collection, in the form of in-depth interviews, case study and comparison, and expert reports. This wide-ranging book covers every major aspect of business education and business talents training, including the reform and ideas of MBA and EMBA education, the study of diversified case teachings of business administration, current international rankings of business schools and the analysis of their future trend, etc. All of these fully reflect SUFE COB's achievements and experience

in business education, which serve as a basis for exploring its future development, and display COB's contributions to the training of innovative management talents with both local perspective and international horizon.

Business schools are where future entrepreneurs and business leaders are fostered.^①With the deepening of technological revolution and increasingly complicated economic situation in the global context, future business elites should be quipped with skills in cross-cultural management, leading innovation, and creative organization and execution. Facing challenges arising from these, business schools need to redefine its objective for developing talents by improving faculty levels, increasing investment in teaching, and changing their mode of education. Confucius once said, "Words without content will not reach far and wide. Only with content well-established can this purpose be achieved." For this reason, management researchers and business schools should systematically summarize management knowledge in their quest for excellence. In fact, creating, disseminating and sharing advanced concepts of business education are supposed to be our long-term commitment. This collection of project reports contains the wisdom and valuable experience of SUFE COB's educators—it offers a rethink of the business school's mode of training and its contents and style of teaching; it's also an exchange of ideas over contemporary business education. Hopefully, some better-developed ideas of business education can be drawn from these studies and practices of teaching, and a new horizon of business education will be created accordingly.

So much for my foreword for this book.

SUN Zheng

Vice President of SUFE, Dean of SUFE COB

Spring Festival, 2014

① Mr. Guo Bingwen (1880—1969), the then President of Shanghai University of Commerce (which is today's SUFE), pointed out in his article "Commercial Education in China" (1924) that the purpose of founding this university in 1921 was to "train and develop those who can take leading positions in the business world with their abilities in guidance and organization". See E. J. Burgoyne, *Far Eastern Commercial and Industrial Activity—1924*. The Commercial Encyclopedia Co., 1924.

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►► 战略篇

MBA 教育改革与跟踪

国际认证视角下的商学院国际化发展战略研究

商学院国际排名现状解读与国际化发展趋势研究

MBA 教育改革与跟踪

——基于服务接触的品牌创新视角

薛丽萍 吴云珍 王伟峰 陈 曦

引 言

MBA 教育从本质上讲是一种类商业性质的职业训练。提供最优质的服务,赢得学生和校友的满意,最终得以回馈社会,是 MBA 教育改革的终极目标。

各商学院为了吸收更多优质的 MBA 学员、提供更为优秀的 MBA 教育,进行了各具特色的 MBA 教育探索和尝试,使 MBA 教育改革进入深水区,品牌化已成趋势。21 世纪是品牌化的时代,MBA 品牌的核心在于服务质量。创新服务模式,提高学员在学习中的服务感受,并提升商业管理中的咨询能力、基础管理中的专业能力、目标执行中的职业能力,是塑造 MBA 教育品牌可持续发展的根本所在。截至 2013 年 11 月,国内已有 13 家商学院获得 AACSB(国际精英商学院协会)/EQUIS(欧洲质量发展认证体系)国际认证,这也是力图彰显其在质量上的优势。国内商学院已经开始在 MBA 质量上精益求精,走品牌化发展路线。

MBA 教育具有感知性、可靠性、响应性、保证性、移情性等特征,这也决定了 MBA 教育的服务特性。MBA 教育质量来源于学生在与学校老师和其他工作人员接触过程中的服务感受,既包括对服务需求的满足,也有超越需求的惊喜。提高 MBA 服务质量,就需要在 MBA 教学所有服务接触过程中下功夫,构建品牌特色。上海财经大学通过给