

Incentive Modes on Software Practical Training Education Using Enterprise's Views^{*}

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Abstract: Nowadays, with the disjunction of the software education and the social needs, the stress on obtaining employment is becoming more and more rigorous. According to the present situation, software practical training should combine with the entrepreneurship education to cultivate the comprehensive talents with professional skills, innovative thinking and entrepreneurial spirit. In this paper, we developed an incentive mechanism of practical training incorporated with entrepreneurship education. The incentive mechanism summed up with five basic incentive modes: multi-goals mode, skills complementary mode, self-motivation education mode, occupational habits associated with the successful mode and enjoy work mode.

Key words: software practical training, entrepreneurship education, incentive mode

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1 Introduction

The software industry increasingly plays a more and more important role in the society. However, the classroom inertia and the rapid development of the software industry are necessarily leading to a certain degree of disjunction of the graduates and the social needs. Besides the differences between of technology skills and the application of knowledge in enterprises, the students also lack of initiative and the spirit of exploration. As the situation of the software industry above, the non-traditional teaching methods in software practical training has become a connection of the theoretical knowledge and the social application.

Practical training and entrepreneurship education share the same goal and value. The concept of entrepreneurship education is different from employment education, and is also different from entrepreneurship^[1]. The core of entrepreneurship education is a kind of education whose basic value orientation is to foster pioneering spirit and innovative spirit of students. Meanwhile it takes the cultivation of students' synthesized qualities needed for enterprise as goal^[2].

2 Research contents

2.1 Incentive mechanism and entrepreneurship education

The training teaching is an extension of classroom teaching. The mechanism of training teaching is divided

ed into three types: level mechanism, formal mechanism and functional mechanism^[3]. The incentive mechanism belonging to functional mechanism is the guarantee of realizing the objectives of training teaching. We should build up the incentive mechanism to arouse the enthusiasm of human resources. Moreover we could guide their motivation and encourage their behavior so as to realize the function of training teaching, one of whose purposes is to cultivate knowledge talented person. What's more, there are no building of incentive mechanism, no successfully implementation of entrepreneurship education. What the entrepreneurship education has to do are to cultivate a kind of entrepreneurs' spirits as well as the abilities of exploring, innovation and decision-making.

Based on the relationship of incentive mechanism and entrepreneurship education, we could conclude that training teaching should be based on enterprise's views, and be the carrier of entrepreneurship education implementation. And incentive mechanism is the catalyst and binder for the integration of entrepreneurship education and training teaching.

2.2 Main incentive theories

Incentive theory has already formed a huge system, containing the following two categories^[4]:

(1) Content theory of motivation. It has made an explanation not based on mutual selected relationship between target and behavior but on contents and structure of individual demands as well as the interrelation.

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Through the analysis of the factors affecting incentives, under the guidance of incentive theory, the restriction of incentive mechanism and the lead of entrepreneurship education ideology, we apply multiple incentive patterns to establish the incentive mechanic of practical training teaching service. Figure 1 shows the incentive process in practical training education which is based on the scenario of entrepreneurship.

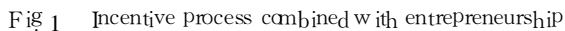
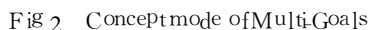


Figure 1 shows double ring effect of incentive in which the top ring is the process of the selves of students, the bottom ring is improved process of teaching incentive. They keep improving and goes to win win at last through the evaluation of target activity and ability, and make the entrepreneurship education as its core concept. At the same time, incentive mode is a part of incentive mechanism, and is the concrete practice mode which is organically combined with one or more kinds of incentive theory and was proved an effective and applied framework by practice.

3.1 Multigoads mode

Extreme things caused by a single goal and partial loss lead to overall abandon. Multi-goals mode is a composition of forces mechanism which multi-object vectors forms goals, shown in figure 2. Although goals generate deviation in external interference, there is feeling of success in accept areas, that is win-win mode. Even if the results deviated from the target, the risk can also be accepted more comfortably.



3.2 Skills complementary mode

Software development team needs a variety of business skills including management skills, technical skills. The pioneer to be successful, exploring others expertise for group service is the most important skills in addition to the strong personal skill. Comprehensive utilizing every ones expertise is not only conducive to the establishment and implementation of a variety of objectives and is also conducive to stimulating personal interesting and initiative. Through the role of complementary skills, the students can find it easier to value teamwork, can form a correct view of the shortcomings of others, and can cultivate their willingness and ability to cooperate with the team, and can effectively avoid vicious competition of single goal, which will have a mutual incentive effects.

3.3 Occupational habits associated with the successful mode

Although it is hard to imitate other persons success, we can learn the habit of the successful man. And the saying says: It is a habit to be success. One of the key contents of the real education practice is the education of good habit of profession and that of attitude which are also the basic quality of education of starting the business. Besides, the way of education is combining them and the success. Furthermore, the theory of achievement is the foundation of this pattern.

3.4 Selfmotivation education mode

Selfmotivation means that the students arouse and encourage themselves based on scientific method and self cognition. Besides it is a dynamic and improved process. Only in the environment of selfpursuing, self explore and selfencouragement the incentive can arouse the activeness and the fighting will enduringly and stably with realizing the goal. Otherwise all the incentives will be ineffective.

Such kind of education mainly based on the theory of self efficiency is a teaching method which is to guide the students to realize self incentive. Self efficacy was the conception brought up by Bandura A. in 1997 who concentrated on the influence of cognition on study and behavior adjustment. In the process of behavior adjustment self efficacy was also determined by the factors of environment, personality and activity, the cognition activity of the person play a key role. And the change of the self efficacy was seen as the psychology motive reason which makes the self adjustment persistent^[5]. Furthermore, effective self adjustment and study based on that the students have active proper level of self efficacy. Thus, we should make the students realize, estimate, affirmative and incentive themselves which can accumulate spirit value in the practical train and in the society.

3.5 Enjoy work mode

Pursuing the happy is human nature. Confucius also says happiness is very important in our studies.

Happy education is a kind of emotion education. The purpose of happy education is to supply students with cheerful emotional experiences based on which students could learn to be person and cope with a thing. It is an educational idea other than educational style^[6]. And it focuses on cherishing human nature as well as penetration of human nature, embodies humanities concern. Therefore, happy education is not only the carrier of emotional encouragement but also related to Emotion Quotient Education closely.

4 Conclusions

Based on the practice of training teaching, we have explored the formation of incentive mechanism and developed our incentive modes. Moreover, our practices have presented precious experience for innovation of training teaching in software and for cultivation of software talents. Such an attempt to combine training teaching, entrepreneurship education and incentive mechanism will definitely inject new energy to software teaching in our school.

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