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Research on the Enhancement Mode of Core Competitiveness of Management Talents from the Perspective of Industry and Education Integration Community

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Abstract: *With the rapid development of the industry, there has been a significant shift in talent demand. To further cultivate management talents with proficiency, commitment, and perseverance, it is necessary to continuously expand the scope and depth of integrating production and education. Based on this premise, this paper analyzes the value implications and challenges encountered in merging industry and education communities. It also discusses modes of co-educating talents, jointly constructing curricula and platforms, sharing resources, conducting collaborative research on technology, as well as mutually employing teachers. The aim is to enhance the core competitiveness of management talents through deep cooperation between educational institutions and enterprises while contributing to regional economic and social development.*

Keywords: *School-enterprise cooperation; Integration of industry and education; Management talents; Core competitiveness*

1. Introduction

Under the backdrop of rapid advancements in modern information technology and science, there is an increasing demand for highly skilled and versatile professionals. However, the conventional educational approach adopted by colleges and universities often prioritizes theoretical knowledge, resulting in a lack of practical skills and limited job market compatibility for graduates. This creates a significant gap between their qualifications and industry requirements. To bridge this divide and enhance the employability of college graduates, the Chinese government has introduced various measures such as "Several Opinions on Deepening the Integration of Industry and Education" as well as the "National Pilot Implementation Plan for the Integration of Industry and Education." These initiatives actively promote extensive collaboration between higher vocational institutions and enterprises while also encompassing comprehensive reforms in development planning, resource allocation, personnel training, major platform construction, among other areas [1]. Numerous scholars have conducted diverse research studies on industry-education integration across various disciplines. Based on representative theories such as the resource view, triple helix [2], common theory, transaction cost theory, and game theory, scholars have conducted studies on the content of cooperation, influencing factors [3], modes of cooperation[4], mechanisms, and performance in promoting talent training through the integration of industry and education[5]. The research on the integration of industry and education community primarily focuses on practical dilemmas [6], paths for practice, and development directions for cultivating talents in various professions [1]. In the field of management education, some scholars emphasize the cultivation of students' concept of sustainable development and propose corresponding models for education and strategies for curriculum design [7]. Additionally, it has been suggested by scholars that management professionals should integrate internet technology, big data analysis techniques, artificial intelligence applications with real economy practices to enhance students' professional abilities as well as their overall quality and competence level [8]. In general, there is a scarcity of studies investigating the means to equip management students with contemporary management concepts and skills necessary for keeping pace with the evolving times. Therefore, this

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study actively responds to the policy call of the CPC Central Committee and The State Council on "stabilizing employment" and "ensuring employment". From the perspective of industry-education integration, this study focuses on exploring effective approaches to enhance the core competitiveness of management professionals, establishing a new benchmark for school-enterprise cooperation and industry-education-research integration, while promoting innovative talent training models and elevating employment quality.

2. Value Implication of the Integration of Production and Education Community

The report of the 20th National Congress of the Party emphasized the necessity to facilitate coordinated collaborative innovation among vocational education, higher education, and continuing education. It also stressed the importance of promoting comprehensive integration in vocational education, industry and education integration, as well as science and education integration. Furthermore, optimizing the positioning of vocational education was highlighted. In 2022, the government proposed establishing an "industry-industry-education integration community" led by prominent enterprises, high-level colleges, and vocational schools. This community will be jointly established by industry organizations, educational institutions including schools and scientific research organizations along with upstream and downstream enterprises. Its objective is to consolidate cross-regional production and educational resources based on industrial development laws while fostering a wider range and deeper level of organic integration across industrial chains, educational chains, knowledge chains, and talent chains [9]. According to statistics from the Ministry of Education's implementation of the "supply-demand matching employment-oriented education project" over five years has benefited 6.2 million students. This initiative has involved more than 2,300 employers as well as over 2,000 colleges and universities effectively facilitating precise alignment between talent training programs offered by academic institutions with employment needs. By integrating production and education, and using enterprise needs as guidance, this approach strengthens the connections between major selection, course development, internship training, and employment guidance. Its goal is to cultivate high-quality talents that better align with market demand [10]. Students gain practical experience in a working environment while enterprises can adjust recruitment strategies based on talent feedback, creating a positive interaction. This further promotes deep integration of coordinated industry-education development which not only provides more employment support for students but also guarantees innovative and high-quality talent reserves for enterprises. As such it contributes to sustainable regional economic and social development [11].

Firstly, educational value. The value of education is enhanced through the community model of integrating industry and education, optimizing talent training methods, innovating curriculum systems, and improving students' core competitiveness. This approach breaks down the traditional academic-practice divide by establishing a seamless connection between theory and practice, thereby providing students with a more realistic learning experience [12]. School-enterprise cooperation facilitates the dynamic updating of course content to reflect the latest trends and technical requirements in industry development. Simultaneously, practical training, internships, and project participation comprehensively enhance students' practical abilities, innovation awareness, and teamwork skills.

Secondly, economic value. Economic value is manifested through meeting the technical requirements of enterprises, facilitating resource sharing and cost optimization, and fostering regional economic development [12]. The scientific research capabilities of universities and colleges are integrated with the practical demands of enterprises to provide technical support for them, thereby promoting technological upgrading and innovation. By means of collaborative laboratories, shared equipment, and joint research projects between academia and industry, research costs can be effectively reduced while enhancing resource utilization efficiency. Simultaneously, the cultivation and knowledge transfer of high-quality talents offer crucial intellectual and technical backing for local economic development.

Thirdly, social value. The social value is manifested in fostering collaborative innovation among industry, academia, and research institutions, promoting employment opportunities and career development, as well as fulfilling social responsibility. The integration model strengthens the synergy between educational institutions, enterprises, and society to establish a mutually beneficial framework that enhances overall societal innovative capabilities. By offering employment prospects and pathways for professional growth, it not only addresses talent shortages faced by businesses but also lays a solid foundation for students' future endeavors [13]. Moreover, through scientific research and practical activities, the integration model actively contributes solutions to real-world societal challenges while

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making significant strides in areas such as ecological environmental protection and rural revitalization.

Fourth, cultural value. The cultural value is manifested through the symbiotic integration of school-enterprise cultures, the preservation and innovation of artisan spirit, and the enhancement of brand influence. The academic culture of the educational institution harmoniously blends with the practical culture of businesses, giving rise to a dynamic fusion culture that fosters innovation and openness. Through collaboration, companies' practical expertise and craftsmanship ethos are integrated into the education system, contributing to shaping students' work ethic and values. Simultaneously, joint efforts between schools and enterprises result in high-quality projects and successful cases that continuously bolster their social reputation and brand influence.

3. Difficulties Facing the Core Competitiveness Improvement of Management Talents Under the Integration of Industry and Education Community

At present, colleges and universities take national social and economic development as the basic orientation, closely combine with local economic and social development needs for talents, adhere to the output orientation, strengthen capacity training, transport high-quality and high-skill management talents for social development and national construction, meet the needs of industrial supply-side reform under the background of integration of industry and education, and promote the implementation of school-enterprise cooperation in-depth development strategy. The school-enterprise cooperation model has shown positive results, especially in promoting the application of students' practical skills, improving the adaptability and flexibility of education, and effectively enhancing the employment competitiveness of students [3]. Students learn and apply knowledge in a real working environment to build a solid foundation for their future careers. However, despite certain progress, in the context of the integration of school, enterprise, industry and education, the core competitiveness of management talents is enhanced, and the cooperation between school, enterprise, industry and education still faces many challenges and difficulties in practice [14].

3.1. The Construction of Double-Qualified Teachers is Insufficient

Teachers play a pivotal role in the integration of production and education. However, due to the influence of traditional professional structures, suboptimal curriculum systems, weak practical teaching links, and other factors, many colleges and universities do not prioritize the development of double-qualified teachers. College instructors often lack practical experience in enterprises and have not received adequate training in fundamental pedagogical skills, which hinders their ability to effectively guide students in practical operations [15]. Moreover, there are issues within the teaching process itself such as limited teaching experience and unscientific instructional methods. The absence of dual teachers possessing both theoretical knowledge in management education and practical experience in management practice significantly impacts teaching quality and impedes the cultivation of students' managerial abilities. Furthermore, it restricts the depth and breadth of integrating production with education.

3.2. The Curriculum System is Derailed from the Needs of the Industry

Currently, the issue of a disconnect between the curriculum system in colleges and universities and industrial demand is particularly prominent during the training of management talents. This directly impacts the effectiveness of education and the employment competitiveness of graduates. The course content and teaching methods employed by educational institutions often lag behind the rapid development of industries, failing to timely incorporate the latest management theories, technological applications, and market trends. Consequently, there is a failure to align management majors with industry changes, resulting in insufficient practical abilities and managerial skills for students when they enter professional environments characterized by complexity. Moreover, certain enterprises' actual requirements for talents such as strategic management, data analysis, cross-cultural communication skills are not effectively addressed within curricula; thus creating a mismatch between talent cultivation and market demands. This misalignment not only hampers expected outcomes from school-enterprise cooperation but also underutilizes the bridge between education and industry while hindering effective knowledge transformation and precise talent training.

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3.3. The Integration Model and Platform Construction of Production and Education Are Not Perfect

Currently, there exist numerous challenges in the integration mode and platform construction of management personnel training, which significantly impact the quality of personnel training and the sustainable development of education. Although universities and enterprises have engaged in cooperation projects to some extent, these collaborations are predominantly short-term and superficial, lacking deep and sustained cooperation modes. Consequently, this instability hinders the formation of long-term win-win situations [14]. The imperfect cooperation mode results in ineffective coordination and limited resource sharing between both parties in management talent training, leading to an inadequate "double-qualified" teacher team and integrated curriculum design that fails to meet industry's evolving needs. Due to limited funds and resources as well as insufficient depth in school-enterprise collaboration, many application-oriented colleges and universities face constraints in improving practical teaching conditions, expanding practice bases, and introducing advanced teaching equipment. As a result, laboratory facilities for management disciplines become outdated while simulation systems remain absent; thus students are deprived of ample opportunities for practical operation experience, experimental training, and internships. Particularly within the context of digitalization and informatization trends today, the lack of practical teaching platforms impedes students from honing their professional abilities within real workplace environments. This limitation restricts their practical application of management skills as well as decision-making capabilities while also affecting their adaptability and competitiveness within future workplaces [4].

4. Analysis on the Improvement Mode of Core Competitiveness of Management Talents Under the Integration of Production, Teaching and Research

Given the rapid advancement of the socio-economic landscape, universities and enterprises have shifted their collective attention towards enhancing the core competitiveness of management students. To effectively cater to employers' demands for versatile and pragmatic managerial talents, a student-centric collaborative education model integrating school, enterprise, production, and education can be established (see Fig. 1).

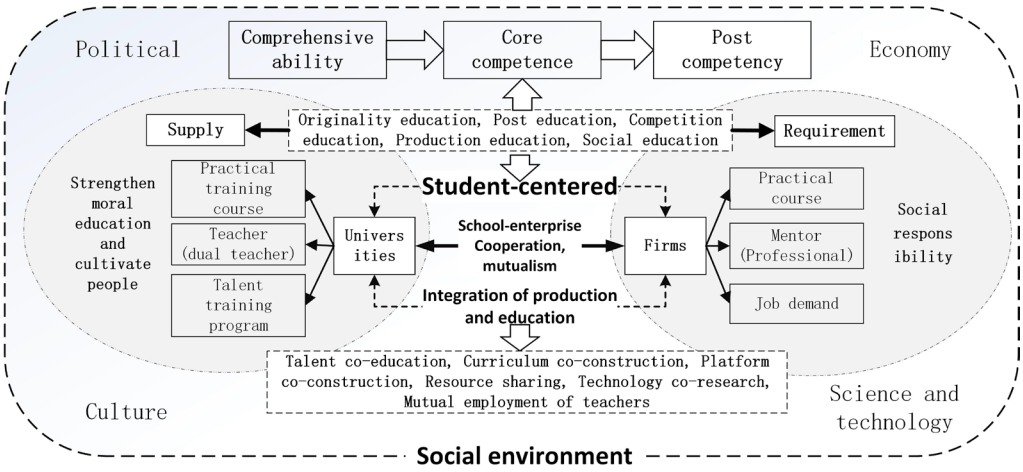

Figure 1: Improvement mode of core competitiveness of management talents under the integration of production, teaching and research

As the supply and demand sides of management talent, schools and enterprises collaborate to promote co-education in talent development, co-construction of curricula, platforms, and resources, collaborative research on technology, as well as teacher sharing. Through practical training courses, experiential learning opportunities, dual professional programs, and dedicated mentors; we aim to enhance the comprehensive abilities of management students and improve their core competitiveness. Moreover, we are committed to providing comprehensive support for post-competency improvement to facilitate students' transition from campus to society while serving economic and social development. Therefore, the core competitiveness of management talents can be improved from the following aspects.

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4.1. Talent Co-Education: School-Enterprise Cooperation to Cultivate High-Quality Management Professionals

Talent co-education constitutes a fundamental approach towards integrating academia, industry, production, teaching, and research. By means of collaborative training programs offered by universities and enterprises to cultivate high-quality and versatile talents that align with market demands, the core competitiveness of management professionals can be significantly enhanced.

4.1.1. Build a Double Tutor System

In the process of talent co-education, it is imperative for educational institutions and enterprises to collaboratively implement the "double tutor" system, wherein college professors and industry experts jointly mentor students. College professors can provide a robust theoretical foundation, while enterprise mentors can facilitate a better understanding of practical work challenges and enable students to effectively solve them, thereby enhancing their practical skills. Through the guidance of corporate mentors, students not only gain access to cutting-edge industry information and enterprise management practices but also actively participate in real projects under their supervision, thus fostering their innovation prowess and teamwork capabilities.

4.1.2. In-Depth Participation in School-Enterprise Cooperation

School-enterprise collaboration encompasses more than just providing internship opportunities; it necessitates active engagement of enterprises in the talent development process. Universities and enterprises should collaborate to design training programs that align with the specific needs of industries, optimizing all facets of talent cultivation. For instance, management students can undergo rotational internships across various departments within an enterprise, enabling them to gain practical insights into organizational operations and acquire essential managerial skills across functional domains, thereby fostering their comprehensive management abilities and interdepartmental collaboration proficiency.

4.2. Curriculum Co-Construction: School-Enterprise Collaborative Design and Development of Precise Curriculum System

Curriculum co-construction plays a pivotal role in the integration of academia, industry, production, and research, effectively aligning the demands of enterprises with the educational content offered by universities to ensure high-quality and targeted talent development.

4.2.1. Docking of Course Content with Industry Needs

Regular collaboration between universities and enterprises is essential for course development, with enterprises offering practical cases and market demands aligned with industry trends and technological advancements. This collaborative effort aids in the joint design and optimization of course content by colleges and universities. Particularly for management majors, the curriculum should encompass not only fundamental management theories but also incorporate relevant courses on emerging fields such as digital transformation, artificial intelligence, and green management to ensure students' knowledge remains up-to-date with industry developments [16].

4.2.2. Integration of Real Cases of Enterprises

In the process of course design, it is crucial for universities and enterprises to integrate authentic management cases from industry into the teaching content [9]. For instance, within the curriculum of enterprise strategic management, analyzing the reasons behind both success and failure can be accomplished by examining the stages of strategic planning and implementation in real-world organizations. This approach facilitates students' comprehension of practical applications derived from theoretical frameworks. By employing case-based instruction, students not only enhance their problem-solving skills but also cultivate their ability to navigate intricate managerial scenarios, thereby augmenting their core competitiveness.

4.2.3. Development of Practice-Oriented Curriculum

In the process of curriculum co-construction, enterprises should not only participate in formulating curriculum content but also actively engage in practical curriculum development. This can be achieved by offering internship programs, project-based learning opportunities, and other experiential activities to help students bridge the gap between theory and practice. The collaborative curriculum developed by educational institutions and enterprises should emphasize practicality and applicability, enabling

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students to gain substantial hands-on experience beyond traditional classroom settings while fostering their comprehensive problem-solving abilities.

4.3. Platform Co-Construction: Co-Construction of Industry-University-Research Cooperation Platform and Innovation Platform

The co-construction of platforms emerges as a pivotal approach for integrating academia, industry, production, and research endeavors. Its primary objective lies in fostering profound collaboration between educational institutions and enterprises through the establishment of diverse cooperative platforms, thereby facilitating resource sharing and harnessing complementary advantages.

4.3.1. Construction of Enterprise Practice Base and Off-Campus Training Base

Colleges and universities can establish collaborative practice bases and off-campus training platforms with enterprises to offer students enhanced practical opportunities. These platforms not only provide internships but also expose students to real-life business management scenarios, enabling them to enhance problem-solving abilities and gain hands-on experience through participation in actual projects. Moreover, these bases facilitate students' comprehension of industry trends during their internships, foster the development of practical skills, and support seamless employment post-graduation.

4.3.2. Co-Construction of Industry-University-Research Integrated Innovation Platform

The collaboration between academia and industry can facilitate the seamless integration of scientific and technological innovation with management innovation, achieved through the establishment of an integrated platform for production, study, and research. These platforms not only serve as practical training grounds for students but also offer valuable research and development support to enterprises. By fostering technology R&D and innovative management models, universities contribute to the advancement of technological progress and managerial capabilities within enterprises[17]. Enterprises can leverage this opportunity to identify and nurture promising innovative talents that will drive future development. Through active participation in research and development activities within these platforms, students are able to enhance their capacity for innovative thinking as well as practical application.

4.4. Resource Sharing: Schools and Enterprises Cooperate to Share Education and Industry Resources

The sharing of resources serves as a crucial assurance for the integration of academia, industry, and education, facilitating the organic fusion between education and industry while promoting optimal resource allocation through the mutual exchange of educational and industrial resources.

4.4.1. Share Scientific Research Resources and Practice Cases

The collaboration between universities and enterprises can enrich students' learning experience by facilitating the exchange of scientific research resources and industry case studies. Enterprises possess a wealth of management practice cases and research findings, which can be thoroughly analyzed by universities through academic research and data analysis. This process enables students to comprehend the underlying management theories and practical applications, thereby enhancing their operational proficiency and strategic thinking abilities.

4.4.2. Sharing Teaching Resources and Experimental Equipment

Universities and enterprises can collaboratively establish laboratories, training facilities, libraries, and other educational resources. Enterprises can contribute their research and development outcomes, management models, and technical equipment to schools for utilization. By sharing teaching resources, students not only acquire the latest knowledge but also gain exposure to the operational environment and practical aspects of enterprises, thereby enhancing their comprehensive abilities and practical skills.

4.5. Technology Joint Research: School-Enterprise Cooperation to Promote Technological Innovation and Management Innovation

Technology co-research is a crucial direction for the integration of academia, industry, production, teaching, and research, particularly in technology-intensive and innovative sectors. By engaging in

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technological research and collaboration, both educational institutions and enterprises can foster the innovation of management models while bolstering the competitiveness of managerial talents.

4.5.1. Jointly Carry Out Technology Research and Development and Innovation Projects

Universities and enterprises can engage in profound collaboration in the realm of technology research and development, aligning with the practical demands of enterprises and technological frontiers. Universities can furnish theoretical support and scientific research resources, while enterprises can contribute technical application scenarios and financial backing. This amalgamation of industry, academia, and research not only fosters technological innovation but also furnishes students with a pragmatic platform for innovative projects, augmenting their capacity for innovation as well as their proficiency in technology application.

4.5.2. Promote Management Innovation and Model Update

In addition to technological innovation, school-enterprise cooperation should also prioritize the innovation of management models. For instance, in the digital era, enterprises can collaborate with universities to conduct research on digital transformation and intelligent management, thereby facilitating the implementation of novel management concepts and tools. Through active participation in these research projects, students will gain valuable insights into contemporary business management trends and enhance their capacity to tackle future workplace challenges.

4.6. Mutual Employment of Teachers: Two-Way Mutual Employment and Teacher Sharing Between Schools and Enterprises

The reciprocal employment of teachers serves as a pivotal avenue for the amalgamation of academia, industry, production, and research. The bidirectional engagement between educational institutions and enterprises not only enhances the expertise and practical acumen of educators but also facilitates the knowledge renewal and instructional content improvement for college instructors, thereby elevating teaching efficacy.

4.6.1. Mutual Employment and Cooperation Between Enterprise Experts and University Teachers

Universities and enterprises can establish collaborative partnerships to engage management experts and technical professionals from the industry as adjunct professors or guest lecturers, while university faculty members can also contribute their expertise as consultants or mentors in enterprises. This reciprocal recruitment model effectively facilitates the integration of academic theories with industrial practices, enabling educators to stay abreast of the latest industry trends, technological advancements, and management models. Consequently, this enriches teaching content and enhances teaching quality. Moreover, through active involvement in teaching and scientific research activities, enterprise experts can introduce novel management concepts and foster innovative inspiration within organizations, thereby promoting technological progress and elevating managerial capabilities.

4.6.2. Teachers' Trade Practice and Teaching Feedback

Through the collaborative employment of educators, teachers can acquire enhanced practical experience within the industry, thereby enabling them to deliver more pragmatic course content and instructional methodologies to students. Concurrently, instructors can also incorporate cutting-edge technology and management case studies from the industry into their classrooms, augmenting students' practical acumen and fostering innovative thinking. This approach fosters a positive synergy between university instruction and enterprise demands, ultimately cultivating versatile talents proficient in both theoretical knowledge and applied skills.

4.6.3. Enterprises Participate in College Teacher Training

Enterprises can engage in the training of college teachers by providing lectures and training sessions conducted by experts in enterprise management and technical fields, enabling college teachers to gain a better understanding of industry development trends and acquire the latest industry knowledge and technology. Simultaneously, enterprise experts can offer practical cases and experiences to enhance the practical awareness and teaching abilities of college teachers. Such collaboration not only enhances the professional quality and teaching capabilities of educators but also ensures that higher education aligns with industry demands.

In summary, through "talent co-education, curriculum co-construction, platform co-construction, resource sharing, technology co-research, mutual employment of teachers," as well as other approaches,

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integrating academia with enterprises facilitates the core competitiveness of management professionals. Deep cooperation between educational institutions and enterprises enables precise alignment between education and industrial needs while promoting innovative talent training models. As this model further advances, it will establish a solid foundation for cultivating high-quality and innovative management talents while fostering sustainable regional economic and social development.

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