

Research and Innovation on the School-Enterprise Cooperation Talent Training Model for Business Administration Majors in Colleges and Universities

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Abstract: In the era of digital economy, talents in business administration are required to possess not only good marketing capabilities, brand management and administrative management abilities, but also innovative capabilities and good professional ethics. The traditional school-enterprise cooperation talent training model is difficult to meet the current talent training needs. Based on the employment situation of business administration majors, this paper clarifies the importance of constructing a school-enterprise cooperation talent training model for this major, analyzes the problems existing in the current school-enterprise cooperation in education, and proposes that schools and enterprises jointly develop a curriculum system, build a “double tutor” teaching team, co-construct an industrial college, and establish off-campus practical teaching bases, so as to improve the quality of talent training for business administration majors.

Keywords: Business administration majors; Integration of industry and education; School-enterprise cooperation; Talent training; Training strategy

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1. Introduction

Business administration majors have distinct practical attributes and clearly require students to possess capabilities such as practical skills, marketing, administrative management, and brand management. They belong to applied liberal arts disciplines. To improve the quality of talent cultivation in business administration, colleges and universities need to continuously deepen the integration of industry and education, as well as school-enterprise cooperation. Enterprises should be invited to participate in the construction of business administration courses, the development of teaching staff, and practical teaching. This will promote the alignment between the job skills and recruitment needs of enterprise business administration talents and the teaching of professional courses, enabling students to master job skills in advance. As a result, their innovation ability, marketing ability, management ability, and professional ethics can be enhanced, laying a solid foundation for their future employment. Meanwhile, schools should improve the school-enterprise cooperation talent cultivation model, optimize traditional order-based talent cultivation and work-study integration school-enterprise cooperation models, clarify the educational responsibilities of schools and enterprises, construct a collaborative education model, and cultivate composite business administration talents. This can meet

the talent needs of enterprises, achieve a win-win situation for both schools and enterprises, and better serve the development of the industry.

2. The importance of constructing school-enterprise cooperation talent training mode for business administration majors in colleges and universities

2.1. Conducive to improving students' practical ability

Business administration talents need to have good practical ability to be competent for work such as enterprise marketing, administrative management, and brand management. Therefore, colleges and universities should adhere to the employment-oriented approach, actively construct the school-enterprise cooperation model, optimize the curriculum system with reference to the needs of enterprise business administration personnel, establish off-campus and on-campus training bases, increase the proportion of practical courses, and regularly organize students to go deep into enterprises for learning. This is conducive to enabling students to understand the new concepts and management methods of enterprise management in advance, thereby improving their on-the-job practical ability^[1]. In addition, under the school-enterprise cooperation talent training mode, both schools and enterprises can jointly build industrial parks, simulate the process of enterprise operation, production, and marketing, enrich the practical teaching resources for business administration majors, meet the needs of practical teaching, and help improve students' practical ability, so that they can meet the employment standards of enterprises, thereby improving students' employment quality and treatment^[2].

2.2. Conducive to improving the quality of business administration talent training

The school-enterprise cooperation talent training model can not only optimize the training mode of business administration talents in colleges and universities, but also provide more social practice positions for students, enabling them to accumulate more work experience, thereby enhancing their competitiveness and contributing to improving the quality of talent training for business administration majors^[3]. Under the school-enterprise cooperation model, the scope and depth of cooperation between colleges and universities and enterprises continue to expand. On the one hand, a talent exchange mechanism is established, allowing students to regularly engage in in-depth corporate learning, understand job skills such as enterprise architecture, brand building, marketing, and human resource management, and improve their job competency. On the other hand, it facilitates enterprises' direct participation in the teaching of business administration majors, enabling them to cultivate excellent talents in a targeted manner, thereby improving the quality of business administration talent training.

2.3. Conducive to achieving mutual benefit and win-win results for both schools and enterprises

Under the school-enterprise cooperation model, enterprises can deeply participate in the construction of business administration professional groups in colleges and universities, talent training design, training base construction, practical teaching and teaching staff construction. According to their own talent needs, they can formulate business administration talent training standards, guide students' on-the-job practice, cultivate business administration talents that meet their own needs, save training costs and recruitment costs, and more actively participate in school-enterprise cooperation^[4]. At the same time, through school-enterprise cooperation, colleges and universities can improve the curriculum system of business administration majors with reference to the opinions of enterprise experts, carry out project-based training, cultivate "double-qualified" teachers, deepen the teaching reform of business administration majors, so as to improve the quality of teaching and talent training, achieve mutual benefit and win-win results for both schools and enterprises, stimulate enterprises' enthusiasm to participate in the integration of industry and education and school-enterprise cooperation, and continuously improve the quality of talent training through school-enterprise cooperation^[5].

3. Problems in the school-enterprise cooperation talent training of business administration majors in colleges and universities

3.1. Disconnection between curriculum setting and post practice

At present, the curriculum setting of business administration majors in colleges and universities has the problem of emphasizing theory over practice. Moreover, the curriculum content is not closely linked to industrial development and enterprise post practice, lacking popular enterprise management concepts and national enterprise cases, which restricts the development of students' innovation and management capabilities^[6]. In addition, the courses of business administration majors are disconnected from the development of local industries, and the curriculum lacks regional characteristics, making it difficult to play a role in radiating the development of local industries. Meanwhile, the participation of enterprises in curriculum construction is ignored, failing to meet the needs of local enterprises for business administration talents, which invisibly affects the employment of business administration majors.

3.2. Insufficient supporting facilities of training bases

Although school-enterprise cooperation in talent cultivation is in full swing in colleges and universities, the supporting facilities of training bases for business administration majors are slightly lagging behind, which affects the development of practical teaching^[7]. On the one hand, the equipment of in-school training bases for business administration majors is single, mainly including ERP sand table management systems, display stands, and computers, and lacks simulation training platforms for enterprise management and marketing, affecting the quality of practical teaching. On the other hand, off-campus practical teaching is perfunctory. It only allows students to visit enterprise production lines and product exhibition halls, and listen to introductions by marketing personnel, without enabling students to actually participate in enterprise marketing, administrative services, and other work, which affects the development of students' practical abilities.

3.3. Lack of “double-qualified” faculty

Most teachers of business administration majors in colleges and universities start teaching directly after graduation, lacking work experience in enterprise management, marketing, and brand management. Their practical skills in professional positions are relatively weak, resulting in insufficiently thorough and comprehensive explanations of practical business administration courses. This reflects the insufficient number of “double-qualified” teachers in colleges and universities, which affects the quality of business administration talent training^[8]. In addition, colleges and universities have overlooked the importance of hiring local entrepreneurs and management personnel as part-time teachers, leading to a single faculty structure. This not only hinders in-depth cooperation between schools and enterprises but also affects the integration of enterprise job skills and business administration professional teaching.

3.4. The talent cultivation mechanism through school-enterprise cooperation is not close enough

Enterprises attach greater importance to the talent cultivation cycle, costs, and benefits in school-enterprise cooperation, focusing on the economic benefits generated by the cooperation between the two sides, while universities take cultivation quality and scientific research as their central tasks. Due to the differences in talent cultivation cooperation, the in-depth cooperation between the two sides is affected. At present, the school-enterprise cooperation in business administration majors in universities has problems such as insufficiently rich forms, unclear division of talent cultivation responsibilities, and lack of industry-education integration projects. The lack of trust between the two sides has affected the quality of business administration talent cultivation^[9].

4. Construction strategies for school-enterprise cooperation talent training mode in business administration majors of colleges and universities

4.1. Joint development of courses by schools and enterprises to improve the curriculum group of business administration majors

Colleges and universities should adhere to an employment-oriented approach, invite enterprises to participate in the construction of business administration professional courses, gradually improve the curriculum group of business administration majors, meet the development needs of local characteristic industries and the talent needs of leading enterprises, and lay a good foundation for school-enterprise cooperation in education. First, schools should keep up with hot issues, pay attention to new concepts and models of business administration, promote the connection between business administration professional courses and new technologies such as artificial intelligence and big data, promote interdisciplinary integration, improve the professional curriculum group, and improve the quality of curriculum teaching^[10]. For example, schools and enterprises can jointly develop the course “Artificial Intelligence Empowering Enterprise Management”, which expounds the application of big data, artificial intelligence, cloud computing and Internet of Things technologies in enterprise production, marketing, financial management, administrative management, customer management and other links, and explains with specific cases, so that students can understand the intelligent management model of enterprises in advance and stimulate their innovative thinking. Second, schools and enterprises can jointly compile training manuals for business administration majors, introduce typical enterprise cases, clarify the training teaching requirements such as enterprise organization structure, marketing, customer management and brand strategy, and record explanation videos by entrepreneurs to help students better understand the practical skills related to enterprise business administration and improve their core competitiveness^[11]. Through the training manual, students can understand the new concepts and methods of enterprise business administration, clarify the processes of customer group development and management, marketing planning and brand construction, and continuously improve their practical and innovative abilities, laying a good foundation for future employment.

4.2. Cultivating a “double-tutor” team to improve the level of the teaching staff

A teaching staff with solid professional knowledge, outstanding practical abilities, and strong innovative capabilities is an important guarantee for deepening the teaching reform of business administration majors in colleges and universities and improving the quality of talent cultivation. Therefore, colleges and universities should leverage school-enterprise cooperation platforms to invite enterprises to participate in the construction of the teaching staff for business administration majors. On the one hand, they should regularly arrange for teachers of business administration majors to deepen their learning in enterprises, allow them to participate in actual enterprise management, enhance their practical abilities, and help them grow into “double-qualified” teachers. On the other hand, they should hire industry experts and enterprise managers as part-time teachers, invite them to participate in the practical training teaching of business administration majors, and cultivate a teaching team combining full-time and part-time teachers, laying a good foundation for improving the quality of talent cultivation^[12]. For example, teachers of business administration majors in colleges and universities can engage in work such as enterprise marketing, brand management, recruitment and training, and new media marketing, accumulate experience in enterprise business administration, understand the functions of different positions, and integrate this into practical teaching to improve their individual practical and teaching abilities, setting a good example for students. Enterprise experts can be responsible for the practical training teaching of business administration, share enterprise management cases and brand marketing cases with students, answer students’ questions about independent entrepreneurship, new media marketing, brand digital marketing, etc., stimulate students’ enthusiasm for innovation and entrepreneurship, and cultivate compound business management talents. This can not only meet the needs of enterprises to select young talents but also improve students’ employment competitiveness, achieving a win-win situation for both enterprises and colleges and universities^[13].

4.3. Constructing industrial colleges through school-enterprise cooperation to improve the quality of practical teaching

Colleges and universities should actively promote the integration of industry and education, as well as school-enterprise cooperation. They should establish industrial colleges for business administration majors in collaboration with enterprises, introduce advanced management platforms, marketing projects, and management models of enterprises, optimize the practical teaching mode for business administration majors, and improve the quality of practical teaching. First, schools and enterprises can jointly invest in establishing industrial colleges for business administration majors, introduce enterprise OA management platforms and ERP sand table simulation systems, improve the practical teaching environment, and meet the practical teaching needs of business administration majors. This enables students to understand the application of new technologies such as artificial intelligence, big data, and cloud computing in enterprise business administration, promotes interdisciplinary teaching, and stimulates students' enthusiasm for learning technologies like artificial intelligence and big data, thereby enhancing their comprehensive capabilities ^[14]. Second, industrial colleges should actively connect with enterprise projects, especially marketing planning schemes and brand promotion schemes of local leading enterprises, so that students can have the opportunity to participate in marketing planning, brand construction, customer maintenance, and other work under the guidance of enterprise mentors, improving their team cooperation spirit, innovation ability, and stress resistance. Through practical training in industrial colleges, students can master more job skills and new enterprise management methods, continuously enhance their innovative capabilities, and lay a solid foundation for future employment.

4.4. Establishing off-campus training bases to enhance students' core competitiveness

Colleges and universities should actively establish school-enterprise training bases to provide more internship positions for students, helping them accumulate work experience, clarify career planning, enhance their core competitiveness, and facilitate smooth employment after graduation. For example, schools can establish cooperative relationships with local enterprises, define the responsibilities of schools and enterprises in talent cultivation, and have enterprises provide different internship positions for students. Each semester, students are arranged to enter enterprises for learning, allowing them to experience different job roles and improve their practical capabilities ^[15]. In addition, schools can collaborate with enterprises to carry out innovation and entrepreneurship education, introducing classic corporate marketing cases, new media marketing planning cases, and college student entrepreneurship incubation projects. Students are encouraged to actively participate in innovation and entrepreneurship competitions, design business plans, strive for enterprise venture capital support, and help students achieve their entrepreneurial dreams. Schools should also promote the integration of innovation and entrepreneurship education with professional teaching in business administration, guide students to actively participate in online and offline promotion work and customer service of enterprises, cultivate their virtues of hard work and down-to-earth attitude, lay a good foundation for their independent entrepreneurship, and improve the quality of talent cultivation in business administration.

5. Conclusion

In summary, colleges and universities should adhere to an employment-oriented approach, continuously deepen the integration of industry and education as well as school-enterprise cooperation. According to the talent needs of business administration majors, they should improve the school-enterprise cooperation talent training model, invite enterprises to participate in the construction of business administration professional courses and industrial colleges, integrate the characteristics of industrial development and enterprise business administration skills into teaching, optimize the practical teaching environment, and stimulate students' enthusiasm for independent learning, so as to enhance their practical abilities. At the same time, schools should also cultivate a "double tutor" team, improve the level of the teaching staff, establish off-campus training bases, enhance students' core competitiveness, and achieve a win-win

situation in the teaching of business administration majors and talent cultivation.

Disclosure statement

The author declares no conflict of interest.

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