

Exploration and Practice of Talent Co-cultivation and Empowerment between Schools and Enterprises in New Business Form Oriented by Supply and Demand

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ABSTRACT

Guided by the Ministry of Education's employment policy on supply-demand alignment, this study addresses the pressing need for enterprises to cultivate new media operation, marketing, and interdisciplinary management talents during the digital and brand transformation of traditional industries. It also tackles the disconnect between university talent development systems and industry frontiers. By leveraging resources from both academia and industry, the research explores collaborative approaches including joint curriculum development, dual-mentor training systems, and research collaborations with technical training programs. These initiatives aim to nurture high-quality applied talents with new media promotion capabilities and adaptability to emerging industry models, thereby effectively supporting regional economic development.

KEYWORDS

Supply-demand matching; Talent cultivation for new business models; School-enterprise co-training
1 Introduction

1. INTRODUCTION

As traditional industries accelerate their digital transformation and brand development, enterprises face growing demands for professionals skilled in new media operations, marketing, and interdisciplinary management. However, the talent cultivation systems in higher education institutions remain somewhat disconnected from industry frontiers. The Ministry of Education's 2021 Supply-Demand Matching Employment Education Project, launched to deepen school-enterprise collaboration and foster organic integration between employment and talent development, has become a key policy tool to address the talent supply-demand imbalance [1]. Yet, structural contradictions persist: while enterprises urgently require digitally skilled professionals [2][3], university graduates struggle with employment due to knowledge gaps and outdated skills. Key groups frequently encounter issues like lack of practical competencies and delayed knowledge updates [4], making the disconnect between education and industry the core challenge.

The current talent supply-demand alignment between schools and enterprises faces multiple challenges: Firstly, there exists a disconnect between academic knowledge and industry demands, with students' theoretical learning being separated from practical operations, resulting in insufficient practical skills and difficulty in keeping up with industry development [4]. Secondly, the lack of intrinsic motivation in school-enterprise collaboration stems from enterprises prioritizing short-term economic returns while universities focus on academic achievements, leading to superficial cooperation due to misaligned objectives [2]. Thirdly, resource conversion efficiency remains low,

as enterprise technical standards are not effectively transformed into teaching cases, and university research outcomes struggle to validate their value through enterprise scenarios [5]. Additionally, the employment service system is incomplete, with students lacking contract spirit cultivation and job-seeking skills training [1], while institutional safeguards are absent and local policies lack macro-level operability [3]. Furthermore, issues such as low proportion of practical teaching hours and shortage of dual-qualified teachers also constrain the quality of talent cultivation [6].

To address these challenges, existing research proposes a multi-dimensional solution: (1) Establishing dynamic demand-matching mechanisms to facilitate school-enterprise collaboration in creating customized training programs, where corporate competency modules are integrated into curricula to ensure real-time alignment with industry needs [2]; (2) Developing competency-based, employment-oriented curricula that precisely match course content with job requirements [7]; (3) Implementing dual-mentor systems and work-study integration models, where corporate mentors participate in teaching while university faculty engage in corporate practice to enhance students' practical skills [6]; (4) Adopting order-based training models to build a combined full-time and part-time faculty expert team [8]; (5) Optimizing corporate participation incentives through policy support and collaborative platform development to promote resource sharing [9].

While existing research has extensively explored school-enterprise supply-demand alignment, several gaps remain: First, insufficient attention is paid to cultivating talents for emerging industries, with most studies focusing on traditional sectors or specific disciplines, while lacking targeted research on new media operations and interdisciplinary management professionals. Second, the empowerment mechanisms lack depth—although order-based training and dual-mentor systems are mentioned, insufficient discussion exists regarding the synergy between scientific research collaboration and technical training [8]. Third, regional economic relevance is absent, as current studies emphasize talent cultivation itself without adequately exploring how school-enterprise co-training can boost regional economies. Fourth, dynamic response mechanisms are inadequate, with the integration of technological iteration and teaching content updates remaining incomplete [2].

Guided by the Ministry of Education's employment policy on supply-demand alignment, this study addresses the digital transformation needs of traditional industries. By leveraging resources from both academia and enterprises, it implements collaborative initiatives including joint curriculum development, dual-mentorship training programs, and research collaborations with technical training. The study explores an integrated empowerment model combining "curriculum development + dual-mentorship + research collaboration + technical training": jointly developing new media operations and digital marketing courses with industry standards; implementing a dual-mentorship system involving university faculty and corporate experts; conducting industry transformation research projects with digital skills training; establishing regular industry demand surveys to update course content in real time. These efforts aim to cultivate high-quality applied talents adaptable to emerging industries, thereby supporting regional economic development.

2. CONSTRUCTION OBJECTIVES AND SCHOOL-ENTERPRISE COLLABORATIVE TRAINING PATH

2.1. Development Objectives

2.1.1. Competency Development Objectives

As the digital transformation of traditional industries accelerates, enterprises are experiencing explosive growth in demand for emerging skills like new media operations and digital marketing. However, the current practical teaching components in university training systems remain inadequate, resulting in a significant gap between students' new media application capabilities and industry demands. Therefore, this study focuses on cultivating students' core new media application

competencies, specifically covering four key dimensions: content creation, data analysis, platform operations, and brand communication.

This objective is designed to address the shortcomings in practical teaching at universities, enabling students to acquire key skills required for corporate roles. Specifically, students must independently complete short video scriptwriting and graphic editing at the content creation level, master tools like user profiling and traffic conversion at the data analysis level, skillfully operate at least three mainstream new media platforms at the platform operation level, and develop targeted promotional strategies at the brand communication level. Through systematic training, students' skill levels will directly align with corporate job requirements, providing core support for subsequent curriculum reforms and talent development.

2.1.2. Objectives of Curriculum Reform

The misalignment between university curriculum systems and industry demands remains a key factor in talent supply-demand mismatch. This curriculum reform initiative seeks to reconstruct new media-related course frameworks through school-enterprise collaboration, ensuring real-time synchronization between teaching content and industry technical standards. Specifically, it integrates authentic corporate requirements and technical specifications into course modules while increasing practical training hours. The rationale behind this approach lies in the fact that traditional courses prioritize theory over practice, failing to adapt to the rapid evolution of emerging industries. Through joint curriculum development with enterprises, educators can incorporate cutting-edge case studies and technical requirements, ensuring students' knowledge remains aligned with industry frontiers. Additionally, collaborative efforts should focus on creating practical tutorials and teaching materials for new media operations in emerging industries, dynamically updating industry case libraries, and cultivating dual-qualified faculty teams. This comprehensive reform cycle covers curriculum content, teaching resources, and faculty development, forming a complete reform loop.

2.1.3. Talent Output Objectives

The ultimate talent development objective of this study is to cultivate interdisciplinary professionals capable of driving digital transformation in traditional industries. This goal requires balancing employment quality and regional service value: In terms of employment quality, over 55% of graduates should secure positions in new media-related fields, with corporate satisfaction rates for job competencies reaching at least 85%. Regarding skill diversity, more than 30% of students must master both "new media skills" and "industry-specific expertise". For regional impact, over 60% of graduates should serve enterprises undergoing traditional industry transformation in the Greater Bay Area, contributing to high-quality local economic development. This objective not only addresses the core challenge of "disconnection between education and industry chains" outlined in the research context, but also highlights the pivotal role of university-industry collaboration in supporting regional industrial upgrading.

2.2. School-enterprise Co-Training Pathway

This research is jointly promoted by Zhaoqing University and industry-leading enterprises, with the core collaboration focusing on the construction of a university-enterprise collaborative talent cultivation mechanism, specifically including three aspects:

2.2.1. Construction of a targeted talent cultivation framework.

To achieve precise alignment between educational objectives and industry demands, this study establishes a targeted talent development framework jointly designed by Zhaoqing University and industry-leading enterprises. The framework's core lies in deeply integrating real corporate needs and technical standards into the curriculum system. On one hand, both parties collaboratively develop new media-related courses, embedding enterprise-specific competency modules (e.g., live streaming script design, short video traffic optimization) into the curriculum. On the other hand, a regular human

resources discussion mechanism is established to dynamically adjust training priorities, ensuring curriculum content keeps pace with industrial technological iterations. The rationale for this approach lies in the fact that traditional talent cultivation models often suffer from low enterprise participation, leading to outdated course content. In contrast, the targeted framework enables direct mapping between "teaching content" and "job requirements" through full enterprise involvement, thereby shortening students' adaptation period after employment.

2.2.2. Dual-Mentor Collaborative Education Mechanism

The dual-mentor system serves as a pivotal solution to address the shortcomings in practical education at universities, requiring the integration of academic expertise from faculty and hands-on experience from industry mentors. In practice, corporate executives regularly conduct on-campus lectures focusing on cultivating new media marketing capabilities, while professional digital media specialists act as practice mentors to guide students in designing assignments and executing real-world projects. University professors are responsible for theoretical instruction and career guidance. This complementary approach ensures that industry mentors provide the latest industry trends and authentic case studies, compensating for the lack of practical experience among academic staff, while university faculty maintain the integrity of theoretical frameworks and prevent fragmented practical skills. Furthermore, both mentors jointly participate in project supervision and evaluation, incorporating corporate job standards into the assessment system to ensure students' competencies align closely with industry demands.

2.2.3. Industrial Resource Integration and Practice Platform Establishment

To enhance students' career competitiveness, an integrated "in-school learning-enterprise practice" platform should be established by leveraging corporate resources. This initiative involves two key components: First, incorporating corporate technological resources and industry trends into campus curriculum design and talent development programs. Second, enterprises should provide authentic workplace scenarios through internship opportunities and project-based learning, enabling students to apply acquired skills in real-world contexts. The value of this approach lies in addressing the limitations of traditional simulation-based teaching, as real corporate resources allow students to engage with core industry operations and develop practical problem-solving capabilities. Furthermore, the platform must establish a closed-loop mechanism encompassing "project implementation, outcome evaluation, and employment placement." Student-developed commercial-level projects (e.g., short videos with over 10,000 views) can serve as critical references for corporate recruitment, ensuring seamless integration between talent cultivation and employment outcomes.

3. IMPLEMENTATION STEPS

The first phase involves three months of conducting enterprise visits and needs research to define job competency models and training priorities. The second phase, also spanning three months, establishes a regular HR development seminar mechanism to create a tailored talent supply-demand matching plan. From the 7th to 9th month, the third phase implements the "school-enterprise dual-mentor system" by inviting corporate executives to deliver specialized lectures and jointly guide student projects with university faculty. The fourth phase (10th to 12th month) organizes student internships, culminating in outcome evaluation and acceptance. All initiatives are progressing as planned, establishing a stable school-enterprise partnership that lays the groundwork for future talent development and model replication.

4. CONDITIONS OF GUARANTEE

Guided by the Ministry of Education's employment policy for supply-demand alignment, this study leverages resources from both academia and industry. Through joint curriculum development, dual-

mentorship training, and collaborative research with technical workshops, it aims to cultivate high-caliber applied professionals with new media promotion skills for traditional industries, adapting to emerging business models and driving regional economic growth.

4.1. Basis of Cooperation

As a university-level key discipline, the Tourism Management program at Zhaoqing University has long focused on cultivating talent for regional cultural and tourism industries. However, amid the digital transformation of traditional sectors, the program faces notable gaps in new media faculty resources and practical teaching materials. Currently, only one faculty member possesses foundational theoretical knowledge in new media education, lacking hands-on operational expertise. The absence of dedicated training facilities forces students to rely on simulation software, creating a disconnect from real-world industry scenarios. In contrast, Zhongxin Leather (Dongguan) Co., Ltd., a leading enterprise in Zhaoqing's leather industry, boasts a new media operations team with over five years of practical experience. Their team has successfully built a new media account with over 120,000 followers and achieved single-video views exceeding 5 million, while establishing a comprehensive operational system covering content creation, data analysis, and live-streaming commerce. Their previous short-term training collaboration has laid a solid foundation of trust for deeper partnership.

4.2. Conditions of Guarantee

4.2.1. Enterprise Resource Investment

Zhongxin Leather Industry has established a professional mentor team of 6 new media technology experts, including 3 senior operation specialists (with a minimum of 5 years of experience, responsible for course design and project guidance), 2 content creation specialists (skilled in short video scripts and graphic editing, guiding student project creation), and 1 data analyst (proficient in traffic conversion and user profiling, responsible for practical data analysis teaching). The team dedicates at least 16 hours per month to course instruction (including classroom teaching and practical training guidance) and provides three types of core resources: ① New media operation tool accounts (access rights to TikTok enterprise accounts, video accounts, and other three platform accounts); ② Real project data (a case library of corporate new media operations from the past year, including over 50 viral video scripts and user behavior data); ③ Practical project support (providing 2 real corporate promotion tasks per semester as students' practical projects).

4.2.2. School Resource Allocation

Zhaoqing College has appointed a project leader (an associate professor in Tourism Management with over five years of teaching and management experience, who has led six provincial-level educational reform projects) and allocated special construction funds for curriculum development, practical training equipment procurement, and travel allowances. Additionally, the college provides a 50-square-meter new media training classroom equipped with professional devices such as live streaming stands and green screens to ensure regular practical training sessions. Both parties signed a "School-Enterprise Cooperation Agreement" to clarify resource allocation and responsibility division, establish a monthly communication mechanism to monitor resource utilization effectiveness, and ensure the project progresses as planned.

5. EFFICACY AND TESTING

The key achievements of this study include: 1) Successfully implementing a supply-demand-oriented talent development program that significantly enhanced students' employability and comprehensive competencies; 2) Conducting corporate visits and needs assessments to define job competency

models and training priorities, establishing a regular HR development forum and formulating talent supply-demand matching plans; 3) Hosting three corporate executive lectures to drive new media curriculum reforms and redesign theory-practice integrated teaching content; 4) Implementing the "dual-mentor system" where industry mentors collaborate with university faculty to guide student projects, resulting in 108 completed new media promotional works; 5) Organizing student internships with outcome evaluations, establishing stable industry-academia partnerships to cultivate high-quality applied talents meeting emerging industry demands.

This study establishes a "school-enterprise collaborative education" mechanism. By jointly designing a training framework, it integrates real enterprise needs and technical standards into the curriculum system, thereby restructuring teaching content. Enterprises actively engage in teaching through project-based learning and job immersion, addressing the practical training gaps in higher education. The initiative also leverages industry resources to create an integrated "in-school learning-enterprise practice" platform, implementing a "dual-mentor system" where university faculty and industry mentors jointly guide students. This effectively bridges the gap between academic talent cultivation and industrial demands.

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