

Enhancing Collaborative Talent Development: A Two-Tutor System Model for Chinese Universities and Enterprises

Lai Lizhen

University of the Visayas, Philippines

Abstract: This paper explores the collaboration between P University in Guangzhou and Guangdong enterprises for talent development, utilizing a phenomenological research approach. The study includes participants from students, teachers, and enterprise employees. It uncovers challenges such as differing talent development philosophies, a gap between university education and practical teaching, and an imbalance between theoretical knowledge and practical skills. The paper proposes solutions, emphasizing the need for urgent action to drive educational reform. It also highlights the benefits for students, school administrators, and enterprises. The research methodology, data collection, and analysis process are detailed. The aim is to provide theoretical support for enhancing cooperation between education and industry.

Keywords: School-Enterprise Collaboration Talent Development Model; Two-tutor System; Educational Reform and Development; Education-Industry Cooperation

1 Introduction

In the rapidly evolving socio-economic landscape, the traditional education system faces challenges meeting contemporary talent demands. China's higher education predominantly relies on traditional methods, hindering adaptability to emerging needs. Integrating school education with practical enterprise-based learning has become imperative for talent development. The McKinsey Global Institute emphasizes the gap between graduate skills and employer requirements, urging alignment with industry needs (2018). Entrepreneurship and innovation flourish with education support, but the existing challenges necessitate a cohesive ecosystem involving governments, industries, and educational institutions (Hovne et al., 2014). The enterprise-based practice system for teachers in secondary vocational schools is pivotal for developing "Two-tutor" capabilities (Xu, 2021).

Challenges in China's higher education include misaligned philosophies, lack of effective linkage between university education and practical teaching, and a tendency to prioritize theoretical knowledge over practical skills. Bridging this gap requires a seamless integration of school-based and enterprise-based practical education (McKinsey Global Institute, 2018).

The integration of school education and enterprise-based practical education is crucial for developing the higher education vocational system. Applied universities, as the backbone of higher education, play a key role in cultivating applied technical skills and skilled talents, aligning with national development strategies (OECD, 2020).

Presentation, Analysis, and Interpretation: Using a phenomenological research design, this study explores the Talent Cultivation Model between Chinese universities and enterprises. Through in-depth interviews and thematic analysis, six core themes emerge, covering aspects like school competitiveness enhancement, teaching quality and effect, system imperfections, enterprise training and management, talent cultivation impact on students, and a proposed talent training program.

2 Presentation, Analysis And Interpretation

Based on phenomenological research design, this chapter aims to deeply explore the Talent Cultivation Model between Chinese universities and enterprises. Phenomenological research is a qualitative research method that focuses on exploring and understanding an individual's lived experience of a specific phenomenon. It is rooted in the philosophical movement of phenomenology, which emphasizes the study of consciousness and subjective experience. The researcher's goal is to uncover the essence of a phenomenon as it is experienced by participants, rather than impose preconceived theories. The method included in-depth interviews, elimination of researcher bias, and analysis to identify underlying themes and patterns in participants' descriptions. Its goal is to provide rich and detailed insights into the subjective reality of human experience.

The study included a diverse group of participants, such as students, teachers, and representatives from enterprises. By means of semi-structured interview, observation and document analysis, a profound theory on Talent Cultivation Mode is gradually constructed by means of open, axial and selective coding steps. Finally, this study aims to provide theoretical guidance and practical suggestions on how to successfully implement this model in order to promote more effective cooperation between universities and enterprises.

Summary of Themes

Table Summary of Themes

core themes	sub-themes
theme 1. school competitiveness enhancement	attracting students to enroll
	improvement of teaching quality
theme 2. teaching quality and effect	weak teachers practice teaching ability
	insufficient theoretical knowledge

theme 3. imperfect system	lack of systematic training
	lack of reward system
	lack of strict implementation
	no specific measures
theme 4. enterprise training and management	training costs
	safety problem
	work behaviour and attitude
theme 5. the influence of talent cultivation on students' learning and employment	improvement of learning interest
	practical ability
	pressure boosting
	better understand recruitment requirements
	job adaptability
	employment competitiveness

3 Talent Training Program

Rationale: The proposed Talent Training Program aims to optimize corporate training costs, strengthen student safety awareness, forge outstanding professional character, enhance students' practical abilities, and elevate their employability. Activities involve corporate internship projects, professional attitude cultivation, and employability enhancement, fostering a joint training model between schools and enterprises.

Implications: Thematic analysis reveals multifaceted benefits of the two-tutor system development model. It enhances teaching quality, promotes comprehensive student competence, and contributes to graduates' employability. Challenges such as regional disparities and student attitudes emphasize the need for ongoing improvement in school-business collaboration.

Conclusion: Perspectives from teachers, students, and industry partners underscore the collaborative and complementary nature of the two-tutor system. Practice-oriented and comprehensive cultivation improves students' practical skills, employability, and adaptability to workplace demands. Challenges highlight areas for improvement in school-business collaboration.

4 Recommendations

1. Deepen School-Enterprise Collaboration
2. Enhance Internship and Mentorship Systems
3. Train Mentor Teams
4. Establish a Continuous Improvement Mechanism
5. Future Research Recommendations: Factors Influencing Interdisciplinary Technology Talent Development Models; Remote Technology Talent Training Models in the Digital Age; Sustainable Development and Technology Talent Training.

By focusing on these recommendations, future research can contribute to a deeper understanding of school-enterprise collaboration models and provide effective guidance for cultivating future talents.

5 Conclusion

Teacher Perspective: From the teacher's perspective, the two-tutor system development model is considered beneficial for efficient division of labor, improving learning outcomes, and enhancing teaching quality. Teachers emphasize the complementary advantages within the model, while also mentioning potential

drawbacks. They believe this model helps students engage with society early on, facilitating better absorption of theoretical knowledge.

Student Perspective: Students generally believe that the two-tutor system cultivation model makes them more favored by employers, enabling better adaptation to the work environment. They perceive that receiving more comprehensive education in both school and corporate environments, combined with practical work experience and theoretical knowledge, makes it easier to meet the demands of the job market. Students see the model as beneficial for their practical skills and competitiveness in the workplace.

Enterprise Perspective: Corporate representatives believe that graduates from the two-tutor system model are more adaptable to business operations, potentially reducing corporate training costs. Businesses see this model as providing more talent resources and technical support to society and enterprises, concurrently improving employee efficiency and performance. Enterprises recommend strengthening collaboration between schools and internship providers, aligning students' post-class assignments with real-world relevance to foster closer connections.

Summary: Collaboration and Complementarity: Experiences from teachers, students, and industry partners indicate that the essence of the talent development model lies in establishing school-enterprise cooperation relationships, achieving collaboration, and complementarity. This interactive relationship effectively combines education and practice, promoting the improvement of teaching quality and students' comprehensive qualities.

Practice-Oriented and Comprehensive Cultivation: The two-tutor system development model emphasizes students receiving comprehensive education in both academic and corporate environments. Through practical education, students can acquire not only theoretical knowledge but also gain early exposure to the workplace, cultivating practical skills. This practice-oriented cultivation model helps students better adapt to the work environment and its requirements.

Enhanced Employability: Teachers, students, and corporate representatives unanimously agree that the model contributes to enhancing students' employability. Graduates under this model are more favored by employers and can adapt more quickly to business operations, thereby reducing corporate training costs.

Challenges and Improvements: The survey mentions some challenges such as regional disparities, standardization issues, and student attitudes. These challenges become part of the experience, indicating directions for improvement, including establishing closer school-enterprise relationships and strengthening student support systems.

6 Recommendations

Based on the implications and conclusion, the following recommendations are proposed:

Deepen School-Enterprise Collaboration: Further strengthen in-depth collaboration between schools and enterprises, establishing long-term stable cooperative relationships. By incorporating real-world problems into the curriculum, students can develop practical skills while solving authentic problems. This also ensures that the cultivation plan aligns more closely with industry needs.

Internship and Mentorship Systems: Enhance internship systems, providing more opportunities for practical work.

Simultaneously, establish a sound mentorship system, enabling students to receive more personalized, professional guidance during their academic tenure, accelerating their adaptation to the workplace.

Training Mentor Teams: For new talent cultivation plans, it is necessary to provide training for both teachers and corporate mentors to better adapt to the school-enterprise cooperation model and practice-oriented teaching methods. This contributes to improving teaching quality and student satisfaction.

Continuous Improvement Mechanism: Establish a continuous improvement mechanism, adjusting cultivation plans promptly based on feedback from students, teachers, and corporate representatives. Continuously optimize curriculum design, practical opportunities, and training methods to meet the rapidly changing demands in the technology field.

7 Future Research Recommendations:

The conclusion of this study emphasizes the positive impact of the two-tutor system development model on students' employability and adaptability, while acknowledging potential challenges. As researchers, viewing this study from a third-person perspective, we deeply understand the complexity of school-enterprise collaboration

and recognize the importance of continued efforts in this field. For future research, we suggest focusing on the following directions:

Factors Influencing Interdisciplinary Technology Talent Development Models: By analyzing the implementation of two-tutor system/industry-oriented technology talent development models in different disciplinary fields, further insights into the effectiveness and applicability of the model can be gained.

Remote Technology Talent Training Models in the Digital Age: Investigate the impact of digital technology on technology talent training, including online learning and virtual internships, to better understand the challenges and opportunities of technology training in the digital era.

Sustainable Development and Technology Talent Training: Explore how technology talent development models can align with sustainable development goals, cultivating professionals with a sense of social and environmental responsibility. This research can contribute to the broader societal and environmental impact of technology talent development.

Through these future research directions, we aim to deepen our understanding of school-enterprise collaboration models and provide more effective guidance and strategies for cultivating future talents.

References

- [1] Blick, J. (1998). Collaborative Competition--Strategic Affiliations and Acquisitions in the Global Marketplace. Beijing: Encyclopedia of China Press.
- [2] Hambrick, D. C., & Mason, P. A. (1984). Upper Echelons: the Organization as a Reflection of Its Top Managers. *Academy of Management Review*, 9(2), 193-206.
- [3] Michelsen, S. M., & Stenstrom, M. (2018). Vocational education in the Nordic Countries. Taylor and Francis.
- [4] Wu, J. (2021). Research on Ecological Mechanism and Measurement of Integration of Vocational Education Schooling and Enterprise Practice (Doctoral dissertation, Hunan Agricultural University).