

# **An Investigative Study of Factors Affecting Talent Development Systems in Higher Education Management Programs under the OBE Philosophy**

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**Abstract:** *The OBE (Outcome-Based Education) philosophy has become a significant force driving the reform of talent development in higher education management programs and enhancing educational quality. It has created substantial value for universities, businesses, and society as a whole. Therefore, continuing to deepen and refine the OBE-centered education model will be an indispensable part of future higher education reform and development. This article aims to explore the factors influencing the talent development system in higher education management programs under the OBE philosophy. Through an analysis of the current status, values, influencing factors, and on-site investigations, the article presents optimization recommendations for these influencing factors.*

**Keywords:** *OBE philosophy; management talent; higher education development system*

## **1. Introduction**

In the context of the global rise of the economy and knowledge economy, economic and management talents are receiving increasing attention. These talents not only need to have expertise in their respective fields but also require comprehensive abilities such as cross-cultural communication, teamwork, and strategic thinking to cope with the increasingly complex and dynamic business environment. Higher education institutions, as the main talent cultivation bases, naturally shoulder the responsibility of adapting to these changes and optimizing talent development models. In response to this situation, the OBE philosophy has emerged and gained widespread attention and application. The application of the OBE philosophy can better meet the needs of society and businesses for management talents and promote the holistic development of individual students.

## **2. The Current Status of Talent Development System in Higher Education Management Programs under the OBE Philosophy**

In today's higher education environment, the OBE philosophy has been widely accepted and applied, especially in economic and management majors. Universities have started to focus more on enhancing students' comprehensive qualities and practical abilities when cultivating management talents <sup>[1]</sup>. Particularly noteworthy is the significant strengthening of project-based practices under the new teaching model. Students have more opportunities to participate in actual business projects, allowing them to apply theoretical knowledge to real-world situations and cultivate their strategic thinking and innovative capabilities while solving practical problems. This not only improves students' academic literacy but also enhances their ability to tackle complex business issues. Teamwork is also an indispensable part of the OBE education model. Emphasizing teamwork in this teaching model not only enhances students' social skills but also prepares them for various roles in complex business environments in the future <sup>[2]</sup>.

## **3. The Significant Values of the Higher Education Management Talent Development System Under the OBE Philosophy**

### **3.1 Cultivating Graduates with Applied Skills**

Under the guidance of the OBE philosophy, higher education management programs have gradually shifted from a singular theoretical teaching model to a more comprehensive and application-oriented

training approach<sup>[3]</sup>. The core of this transformation lies in cultivating students who not only possess a profound understanding at the theoretical level but also excel in practical applications. Therefore, classroom teaching and practical experience, theoretical research, and case analysis, as well as individual learning and teamwork, have all been integrated into a coordinated and unified educational system. This educational model based on the OBE philosophy ensures that graduates, when leaving the campus and entering the workforce, not only have a solid professional foundation and a broad knowledge horizon but also possess rich practical experience and a high level of applied competence. They can rapidly comprehend and solve complex business problems, effectively communicate and collaborate with team members and stakeholders, and keenly perceive the latest developments and future trends in the market and industry. What's even more crucial is that these highly applied graduates can adapt not only to different types and scales of enterprises but also to broader stages such as entrepreneurial environments, government organizations, or non-profit institutions, where they can showcase their talents and value. Their diverse abilities and adaptability enable them to become highly respected and trusted talents in any field of work<sup>[4]</sup>.

### ***3.2 Promoting Holistic Student Development***

Within the OBE education system, higher education management programs serve as more than just platforms for teaching hard skills such as financial analysis, marketing strategies, or human resource management. More importantly, this system encourages and promotes students' comprehensive development on multiple fronts and dimensions<sup>[5]</sup>. On the one hand, this holistic development is evident within the classroom through systematic and project-based course designs. Students learn critical thinking, problem-solving, effective teamwork, and how to communicate with people from diverse backgrounds and perspectives. This educational approach enables students to establish a solid foundation within their professional field. However, more importantly, the OBE system combines these teaching materials with real-world demands, allowing students to apply these skills and knowledge in authentic environments. This undoubtedly significantly enhances their adaptability and flexibility. Additionally, this results-oriented educational model encourages students to engage in self-reflection and continuous improvement, which not only helps them quickly adapt to the professional environment in the short term but also lays a solid foundation for their long-term career development and lifelong learning.

### ***3.3 Meeting Societal and Industry Needs***

In the context of rapid globalization and the development of the knowledge economy, organizations and businesses increasingly value practical operational skills and problem-solving abilities in their talent pool. They seek individuals who not only possess specialized knowledge but can also think critically, collaborate within teams, and make swift decisions in complex and dynamic environments. Therefore, the educational model of OBE is highly relevant, particularly when societal and industry needs are rapidly evolving. For instance, new issues and challenges such as digitization, sustainability, and social responsibility continue to emerge, requiring management professionals to have broader and advanced skills and cognition. OBE not only equips students with professionally relevant skills aligned with societal and industry demands but also fosters their holistic qualities and the ability for proactive learning. These are all crucial factors for success in a complex and ever-changing real-world environment. Thus, the application of OBE in the development of management talents in higher education not only better meets the current societal and industry needs but also prepares them adequately for potential new demands and challenges in the future<sup>[6]</sup>.

## **4. Factors Affecting the Higher Education Management Talent Development System Under the OBE Philosophy**

### ***4.1 Teaching Resource Factors***

Under the guidance of the OBE philosophy, rich teaching resources become an indispensable component of higher education management talent development. Through practical teaching methods, students establish closer connections between theoretical learning and practical applications, enabling them to better understand and master management knowledge. Furthermore, close collaboration with businesses and industries is a key factor in improving the quality of teaching resources. Through internships, project collaborations, guest lectures, and various forms of engagement, students have the

opportunity to gain direct insights into and participate in real-world work environments, acquiring practical experience and networking resources that are challenging to obtain in the classroom alone. This "learning by doing" teaching model not only enhances students' professional competence but also contributes to their comprehensive development. Moreover, rich teaching resources provide educators with more teaching tools and methods, allowing them to flexibly adjust teaching strategies to cater to the diverse learning needs of students. This not only enhances teaching effectiveness but also significantly boosts students' motivation and engagement. This aligns with the core principles of the OBE philosophy, emphasizing student-centered education, practical application, and holistic development. In this regard, rich teaching resources undoubtedly play a crucial role.

#### ***4.2 Curriculum Design Factors***

Optimizing curriculum design becomes particularly critical under the OBE philosophy. This is because, unlike traditional teacher-centered teaching models, the OBE philosophy places more emphasis on cultivating students' practical application abilities and holistic qualities. Therefore, curriculum design needs to focus on developing students' core competencies, such as critical thinking, teamwork, problem-solving, and leadership skills, along with their ability to apply knowledge in real-world scenarios. Additionally, interdisciplinary integration cannot be overlooked in curriculum design. Management as a field encompasses multiple disciplines and areas such as economics, psychology, and statistics. Under the OBE model, curriculum design emphasizes the integration of knowledge and skills from different disciplines to cultivate students' multidimensional perspectives and comprehensive analytical abilities. Such curriculum arrangements not only enrich students' knowledge structures but also enhance their ability to adapt to different work environments and solve complex problems. Collaboration with businesses and industries is often incorporated into the curriculum design process. This collaboration may take the form of internships, case studies, or business projects, providing students with more opportunities to apply theoretical knowledge to real work scenarios, thereby achieving the principle of "learning by doing." Optimized curriculum design also implies more flexible and personalized teaching methods. Under the OBE model, educators can adjust teaching content and methods flexibly based on students' varying needs and characteristics, which results in more effective learning outcomes and higher satisfaction levels for students.

#### ***4.3 Evaluation System Factors***

Under the OBE philosophy, a well-structured evaluation system becomes a vital tool for assessing educational quality and student development, with a stronger focus on how to comprehensively and accurately assess students' abilities in project-based practice, teamwork, critical thinking, and other areas. Project-based practice is a crucial criterion for assessing whether students can apply their acquired knowledge to real-world work scenarios. Therefore, in the evaluation system, greater weight is given to students' performance in project-based practice, offering a more accurate reflection of their application capabilities and actual work proficiency. Teamwork skills are essential in the modern workplace, particularly in the field of management. Thus, the evaluation system includes assessments of students' teamwork abilities, encouraging them to prioritize collaboration with others and fostering their communication skills and team spirit. Critical thinking abilities are also highly valued. Critical thinking is not only key to problem-solving but also enables students to approach issues from various angles and levels, resulting in more comprehensive and accurate judgments. Therefore, evaluating critical thinking is a significant aspect of assessing students' comprehensive abilities. By conducting comprehensive and detailed assessments in these areas, the evaluation system can more accurately reflect students' development and progress across multiple dimensions, better meeting the OBE model's requirements for comprehensive and high-quality talent development.

#### ***4.4 External Influencing Factors***

Aligning with the external environment plays a pivotal role in the development of management talents in higher education. Especially in the context of rapid globalization and economic growth, constant changes in the external environment have become the norm. This necessitates that higher education management education remains adaptive, not only focusing on teaching and research within the discipline but also closely connecting with societal demands, industry development, and global trends. Regarding societal needs, higher education management programs need to closely engage with the actual needs of society, particularly through collaboration and communication with local businesses and government entities. This helps in understanding the most immediate and pressing societal

demands, while also providing students with more internship and employment opportunities, thereby enhancing their practical capabilities. For industry development, institutions should stay closely attuned to the latest developments and technological advancements in relevant industries, adjusting teaching content and methods promptly to foster students' core competitiveness in these fields. Global trends also cannot be ignored. Higher education management programs need a global perspective, not only focusing on national or regional development but also staying informed about global economic, cultural, and political trends. In this way, students can excel not only in local markets but also adapt effectively to international work environments.

## **5. Under the OBE (Outcome-Based Education) philosophy, coping strategies for influencing factors in the training system for management and business talents in higher education**

### ***5.1 Embracing Technology to Enrich Teaching Resources***

In the implementation of the OBE-based educational system, leveraging technological tools to enrich teaching resources is undoubtedly a key element in improving educational quality. The application of technology in education not only makes the teaching content more vivid and comprehensive but also deepens students' understanding and practical abilities. This positive transformation will have far-reaching impacts on various levels. Educational informatization is one of the important ways through which technology enhances the richness of teaching resources. By digitizing textbooks, course materials, and lecture content, students can access and digest knowledge more conveniently. Teachers can utilize electronic whiteboards, multimedia materials, and other means to present abstract concepts in a more intuitive and engaging manner, thereby improving students' comprehension. Furthermore, online learning platforms provide students with opportunities for anytime, anywhere learning, facilitating personalized learning and allowing each student to progress at their own pace. In the context of OBE, practical application is an indispensable component. Technological innovations have made virtual practical environments like simulation laboratories possible. Universities can collaborate with businesses to develop real-world cases, enabling students to make decisions and practice in simulated business environments. Such interdisciplinary collaborations help students better understand real-world issues and cultivate interdisciplinary thinking.

### ***5.2 Continuously Enhancing Curriculum Design***

In the context of adapting to the OBE philosophy, continuous optimization of curriculum design becomes especially crucial. This is because curriculum design serves not only as a platform for knowledge dissemination but also as a vital space for cultivating students' practical skills and critical thinking abilities. Higher education institutions possess diverse resources and rich practical experiences that can be harnessed to better align with the OBE philosophy. A clear direction is to place greater emphasis on nurturing students' application skills. For instance, in management-related courses, more real-world business and management-related case studies can be incorporated, allowing students to deepen their understanding of theoretical knowledge while solving practical problems. Additionally, through scenarios like simulated business decisions and market analyses, students can gain a more intuitive understanding of the application of management theories in real work, enhancing their practical abilities. Critical thinking is also one of the essential qualities emphasized by the OBE philosophy. In course design, besides traditional lecture formats, more discussions and critical thinking activities, such as group discussions, case analyses, debates, etc., can be introduced to stimulate students' thinking abilities. This not only helps students develop analytical and problem-solving skills but also encourages them to examine issues from different perspectives and levels, thereby enhancing their overall qualities. Interdisciplinary integration is another direction to explore in curriculum optimization. Management is related not only to economics but also intersects with multiple disciplines such as psychology, sociology, and information technology. Therefore, by introducing interdisciplinary courses and projects, students can obtain a more comprehensive and multi-dimensional knowledge structure, better preparing them for complex and dynamic work environments.

### ***5.3 Implementing Diverse Assessment Mechanisms***

In the OBE model, a diversified assessment mechanism is crucial. Such an evaluation system not only helps comprehensively understand students' overall qualities but also stimulates their interest and motivation in learning. For example, through team projects and oral presentations, students can apply

their acquired knowledge in real or simulated business scenarios, which not only enhances their teamwork abilities but also improves their communication and presentation skills. Diverse assessment mechanisms can also include field investigations, internship evaluations, or collaborative projects with industries. These methods allow students to get closer to real work environments, helping them better understand and adapt to the future job market's requirements. Field investigations or internship experiences allow students to gain valuable practical experience, and this "learning by doing" process serves as an important basis for evaluating students' application abilities. Moreover, diversified assessments can include evaluating students' critical thinking, problem-solving, and innovation abilities. By setting open-ended questions or tasks that require innovative solutions, students are encouraged to think beyond traditional frameworks, engaging in deeper and broader thinking. This not only allows students to showcase their individual strengths in problem-solving but also fosters their self-directed learning and motivation for continuous improvement.

#### **5.4 Flexibly Adjusting Educational Strategies**

Flexibly adjusting educational strategies is an indispensable aspect of cultivating management talents in higher education under the OBE philosophy. With globalization, rapid technological advancements, and shifts in industrial structures, educational institutions must possess the ability to adapt and respond quickly to ensure the quality of education and alignment with evolving goals. Collaboration with society, industries, and other educational institutions is an effective way to acquire new knowledge, technologies, and best practices. Such collaboration not only provides rich teaching resources and real-world application scenarios but also enhances students' practical skills and social responsibility. For instance, by partnering with businesses for internships or research projects, students can gain practical work experience and a better understanding of industry status and future trends. Continuous optimization of educational strategies is also crucial. This may involve comprehensive considerations of curriculum design, teaching methods, assessment mechanisms, and more. Specifically, universities should continuously adjust and update educational content and methods based on student feedback, learning outcomes, and the latest demands from society and industries. Such ongoing optimization not only ensures that educational activities are closely aligned with actual needs but also improves educational quality and student satisfaction. Flexibility also means that educational institutions should have the capacity to respond and adapt quickly. When faced with changes in the external environment or unforeseen events, such as economic crises, technological revolutions, or global issues, universities should be able to adjust their educational strategies rapidly to minimize negative impacts while seizing potential new opportunities.

### **6. Conclusion**

The OBE (Outcome-Based Education) philosophy has brought about a revolutionary change in the cultivation of talents in economics and management disciplines in higher education, offering educators and students various new opportunities and challenges. The implementation of this philosophy not only emphasizes students' practical application abilities but also breaks through the limitations of traditional educational models, enabling more outstanding talents with strategic thinking, teamwork, and critical thinking skills to contribute to society and the industry. Under the guidance of the OBE philosophy, higher education institutions have comprehensively optimized their economics and management courses and teaching methods. Such a transformation makes education more result-oriented and focuses on cultivating students' practical abilities to solve complex problems.

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