

Exploration and Practice on Talent Cultivation Model and Quality Improvement under the Background of New Business Subjects

Ze Zhang¹, Xiaojun Ma¹, Chunjiang Li^{1,2,*}, Di Zhang¹, Bing Li¹, Ying Zhao¹

¹Jiamusi University, Jiamusi, Heilongjiang, 154007, China

²Mudanjiang Normal University, Mudanjiang, Heilongjiang, 157011, China

*mjzx2009phd@163.com

Abstract: In order to improve the quality of talents cultivation for business major, new business subjects emerged to adapt to the development of new economy and new industries. This paper systematically analyzes the research status and the trend of talent training model and quality assurance system under the background of new business subjects. Taking Jiamusi University as an example, this paper puts forward the path and method for talent training under the background of new business subjects with the hope to improve the quality of talent cultivation and meet the social needs.

Keywords: new business subject, talent cultivation mode, quality assurance system, exploration and practice

1. Introduction

Since technological development is driving social change, the world is becoming increasingly diverse and complex. In the 21st century, China has entered a new period which a comprehensive adjustment and upgrading have been taking place in its industrial structure, and a new round of technology and industrial revolution has promoted the innovation of business model and given birth to a new business era with new manufacturing, new retail, new finance and new management emerging frequently[1,2]. The business service industry features consumption upgrading, connectivity, big data, cloud computing, artificial intelligence, sharing economy and commerce to usher in the 3.0 era, which has transformed from traditional commercial bricks-and-mortar stores to Internet e-commerce in the past, and then to online and online((O2O)[3,4]. Zhu Zhiwen, then vice Minister of Education, stressed at the "Future Education Conference" in 2018 that from the perspective of change towards the future society, education must not be complacent or blind to the changes in the outside world, but must follow the trend and seize the opportunity. The continuous optimization and innovation of the concept and mode of business training has become an irresistible trend of the times. Therefore, against this backdrop, it is of great significance to explore the development strategies and measures of business education in China, study its talents training, and build the knowledge structure and training mode for business talents in line with the social and economic development[5,6].

2. Exploration and Practice of Talent Cultivation Model for New Business Subjects

Zhang Wen'an (2000), in his paper *Quality Education and Talent Cultivation Model of Business Colleges*, expounded that the basic orientation and talent cultivation model of quality education should be clarified and quality education should be implement in an all-round manner, which is also the earliest study of cultivation model of business talent retrieved from CNKI under the theme of "talent cultivation model unde new business subjects". Ni Chengwei (2003) discussed and summarized the necessity, basic ways and practical results of business talent cultivation model in higher vocational colleges based on engineering knowledge in his article *Research and Practice on the Training Model of Business Students*. In 2006, a seminar on higher education for business in China was held in Sichuan, which discussed the mode of cultivating talents for higher education for business and its quality assurance system in the conditions of popularization. Xiang Xiuying (2007), in the article *Discussion on the Reform and Innovation of the Training Mode of Professional Talents in Local Business Colleges*, analyzed the disadvantages of the current training mode of higher business students and put forward a new idea of innovating this mode. Li Youjun and Bai Lin (2009), in the article *Cultivation of*

Innovative Talents in Business Majors and the Application of the Practical Model of "Simulated Company", aiming at cultivating innovative talents in business majors in higher education and combining the reform of curriculum system of business majors, applied the practice teaching model in "simulated company" to the cultivation of talents to explore the reform of practical teaching model of talent cultivation. In their article *Research on the Innovation of Talents Cultivation Model for Business Professionals*, Sun Zhaoxiao, Wang Hui(2010) believe that the quality and ability framework of business professionals consists of five parts: values and professional identity, professional competence, knowledge skills, interpersonal skills, and organizational skills, etc. Therefore, business education needs to emphasize the coordinated development of "aesthetics, intellectual, physical, and moral education", and focus on cultivating innovative thinking to improve innovative ability, so as to truly achieve the goal of cultivating business talents.

Li Yu (2011), in *On the Disciple Construction and Talent Cultivation Model of English Major in Business Colleges*, believes that it is an important task to strengthen the disciple construction of English major to construct the talent cultivation model of English major in business colleges. Zhao Haifeng (2012), in his article *On Talent Cultivation Model for Business Talents in Applied Undergraduate Colleges*, constructed a business discipline in applied undergraduate colleges and universities. By focusing on the creation of an enterprise project, he constructs a training model for business students based on the interaction between school and society, between theory and practice, and between teachers and students. Zhao Wei (2013) proposed the "category cultivation" model for business in *The Study and Practice on Category Cultivation Mode of Business: Taking Huaihai Institute of Technology as An Example*, which is of great practical significance in strengthening the students' basic knowledge, mobilizing students' learning enthusiasm and developing their personality, improving teachers' teaching quality and optimizing the structure of professional. Li Ling (2014) believes that effort should be done to cultivate international business talents with international vision, familiar with international rules and able to participate in international affairs and competition, so as to adapt to the internationalization of higher education in *Exploration and Practice of Training Mode for Applied Talents of International Business*. Zhao Yingjun, Li Xiaojun, Xu Fengjiang et al. (2015), in the article *Exploration and Practice of Entrepreneurial Talent Training Model with "Broader Business" Characteristics*, built an "integrated and diversified" entrepreneurial talent cultivation system through innovating teaching management, and effectively explored and practiced the entrepreneurial talent training model with "broader business" characteristics. Deng Qizhong and He Shengbing (2017), in the article *Exploration on the Talent Cultivation Mode of Business Majors in the Context of "Double First-Class" Construction -A Case Study of Business School of Hunan University of Science and Technology*, taking the reform of the talent cultivation mode of business majors in the business school of Hunan University of Science and Technology as an example, put forward the plan and measures to reform teaching, change educational concept, improve the teaching means, enrich the teaching content, and focus on cultivating students' innovation and practical ability and comprehensive quality majoring in business. Zhou Xinde, and Peng Meixiu (2019), in the article *Discussion on the Training Mode of Ability-Oriented Business Talents in Regional Universities in the New Era*, proposed the concept of competency-oriented applied talents training, in which it should clarify the training objectives and highlight the characteristics of school running, optimize the curriculum system and focus on competency orientation; and emphasize its practical and application orientation. Guo Yanli and Xue Yun (2020) put forward objective system of practical ability training for new business and constructed a multi-channel and comprehensive talent training model featured by "horizontal integration and vertical progress" in the article *Exploration of Training Model of New Business Practical Talents in the Digital Economy Era*. Zhang Guoping (2021), in his article *On Talent Cultivation Model and Realization Path of New Business*, reconstructed the curriculum and structure system of "business + technology + thinking", thus building a faculty to meet the requirements of talent cultivation for new business, constructing a practical education system oriented toward talent cultivation of new business, and establishing its quality assurance system.

3. Exploration and practice of quality assurance system for new business subjects

Liu Dianxing and Tang Weibing (2006) proposed that distinctive development is the only way to accelerate the development of local business colleges and universities, and is also the cornerstone to improve business talents training. Xiao Qingchu (2010), in the article *On the Innovation of the Quality Monitoring of Mathematics Teaching in Business Colleges*, reflected on the improvement of mathematics teaching and its quality monitoring in business colleges. On the basis of consolidating the foundation, strengthening the quality, optimizing the environment, meeting the needs, standardizing the

management, and taking people as the foundation, the author proposed to build an active and progressive new model of teaching quality supervision with engaging with teachers, students and academic affairs department, which both “supervise and guide teaching and learning”. At the same time, effort should be made to strengthen the concept of system, promote the reform of teaching, and build the quality evaluation system of mathematics teaching with different grades and specialties. Liu Xingbao and Zhou Xinmin (2012), in the paper *Problems Existing in Public Mathematics Teaching and the Countermeasures in Ordinary Business Colleges*, aiming at the low quality of public mathematics education in business colleges, they discussed the causes of this problem with the students and teachers as the research objects and presented that reforming teaching model, standardizing learning process and promoting students’ discipline identity is the key to solve this problem. In *Exploring the Quality Assurance of Undergraduate Business Thesis in Independent Colleges*, Zhang Guochun (2013) analyzed the characteristics and quality influencing factors of undergraduate business thesis in independent colleges, and proposed the method of constructing its quality management system. Based on the discussion on the necessity of building teaching quality evaluation and monitoring system for business majors in higher vocational colleges, Wei Youhuan and Ping Xianbing (2014), in the article *On the Construction of Teaching Quality Evaluation and Monitoring System of Business Majors in Higher Vocational Colleges and Universities*, explore its teaching quality evaluation, the content of monitoring system and the way to implement it in detail. Ke Jianjie and Wang Fan (2015), in *A Review of Quality Management Research in Business Schools from a Student-Customer Perspective*, categorized the literature on quality management in business schools through a two-dimensional table of “research methods - management scope” from a “student-customer” perspective. First, the overall quality management of business college based on service quality management is a hot topic of quality research today in business college. Second, it is about the research on quality management in business college based on satisfaction surveys. Although much literature has been accumulated in the three management areas of business schools, programs and curricula, it has not been the focus of academia recently. Third, research in the area of business school programs and curricula based on service quality management has been rare in the world so far. With the development of quality management in business schools, it is increasingly prominent to optimize resource allocation, and studies on quality management will be conducted more on micro-level instead of macro-level. Therefore, it is likely that the management of service quality in business schools focusing on the course and program level will be a hot topic in the next stage of research.

Jia Lili and Su Qiyang (2016) published a paper named *Characteristics and Revelations of American AACSB Quality Accreditation to Advance Collegiate Business Education*. This study briefly introduces the basic framework of AACSB International (The Association to Advance Collegiate Schools of Business International) Accreditation, including the procedure, scope, standards and other aspects of the accreditation, and analyzes the main characteristics of advanced collegiate business education by focusing on organization mission, influences and innovation, full participation of stakeholders in the accreditation process and building education quality assurance mechanism. Meanwhile, the study aims to promote building an accreditation system for collegiate business schools with China’s characteristics, strengthening the shared understanding of education quality and establishing a long-term quality assurance system for study achievement evaluation by providing references for business schools, especially Chinese-foreign cooperatively-run schools at different levels in China to achieve higher education quality. In *Research on Performance Evaluation of Personnel Training Mode at Local Business Colleges and Universities*, Tang Honglei and Wan Xiaoli (2017) took the logistics management major to study the performance evaluation of business talent training mode through questionnaire survey empirical research under the background of admissions by major categories. And this paper proposed evaluation index system and used Group AHP of analysis method to discuss the effect of business talent training performance of key bottleneck. Meanwhile, countermeasures were provided from the aspects of practice teaching, teaching quality evaluation, professional construction and teaching management according to data analysis results, which is of some reference value in improving the performance of business personnel training at local colleges and universities. Wang Luyao (2019), in the *Exploration of Teaching Diagnosis and Improvement in Higher Vocational Colleges under the Background of New Business Studies*, believes that new business studies are needed in the new era, and it requires higher vocational colleges to establish a teaching diagnosis and improvement system to cultivate new business talents. In *Construction and Practice of Business Learning Quality Assurance System Based on AACSB Certification*, Wang Yonglian, Zhang Zheng and Wang Shanshan (2020), proposed a construction method of business learning quality assurance system based on the education and teaching reform practice in Business School, University of Shanghai for Science and Technology, which has obtained AACSB accreditation. It provides a new example for the reform and innovation of business education. In *The Exploration of New Business*

Subject in China Oriented Towards New Business Civilization, according to China's national conditions, Huang Shuping and Zheng Shurong(2021) clarified and comprehensively understood similarities and differences between business and business majors, which is enlightening for the construction of business majors. The new business subjects highlights the word "new", which is reflected in the new thinking, new specialties, new contents, new methods and new quality under the concept of paradigm shift. With a new concept, we should “recognize changes, be responsive to changes and initiate changes” to form a new way of thinking to develop new business subject.

4. Talents Cultivation Path and Method for New Business Subject

To establish interdisciplinary and professional talent cultivation institutions. Effort should be made to integrate the advantageous resources in college of economics and management, college of humanities, college of Marxism, college of innovation and entrepreneurship, engineering training Center (No. 3 Workshop), science and technology park, and new e-commerce talent training base to form the modern industry college, which will coordinate the allocation of human, financial and material resources to provide organizational guarantee for the operation of the college and project implementation.

To reconstruct the talent cultivation mode to adapt to the new business. According to the new business thinking and new business model, it should expound the strategic direction of business personnel cultivation and optimize and adjust professional structure. A new business education and teaching system should be built in a systematic manner in order to break the “barrier” traditional one, which does not interact with each other. Meanwhile, a new business specialty cluster should be built to connect oriented toward industrial chain so as to meet the needs of modern service industry. The corresponding talent training mode can be design and implement according to the industrial chain cluster.

To improve the innovative training curriculum system for business talents. Work should be done to cultivate students' ability to solve complex business technical problems by adopting new business thinking and laws. Theoretical courses should be based on the market and industry needs, the orientation of new business talents training, the content and status of the course, to build a “big platform plus small module” curriculum system and the teaching arrangement featured by convergence in the early stage and differentiation in the later stage.

To set up interdisciplinary teaching innovation team. Through a flexible talent introduction and training mechanism, a "double-qualified" teacher team can be established. It should break the traditional management boundary where teachers belong to different teaching units, so that the professional group, curriculum group and industrial chain can be connected, and a teaching innovation team, characterized by interdisciplinary professional in different departments and cooperation between schools and enterprises, can be set up. What's more, it is necessary to set up a “trinity” teacher team studio that integrates practical training and various competitions, especially competition oriented to innovation and entrepreneurship, and provides business services for enterprises.

To establish a practical training and teaching platform for business talents. Effort should be made to build comprehensive training and competition platforms such as micro entrepreneurship, smart business, new e-commerce training, e-commerce, smart supply chain, Internet plus international trade, smart cloud finance and government-school-enterprise cooperation. The “Integration of Four Innovations” of "creativity, creation, innovation and entrepreneurship" and “Five Ways of Life” of moral, intellectual, physical, aesthetics and labor education are integrated into the whole process of talent training, and the practice and innovation ability training system integrating professional education and innovation and entrepreneurship education is established.

To improve the quality control, guarantee and evaluation system. Based on the upgrading and transformation of business majors, professional clusters and the construction of modern industrial colleges for the cultivation of new e-commerce talents, it can formulate the construction norms of majors and professional clusters, including training specifications, basic requirements, teaching staff, curriculum system and teaching norms, etc. In the meantime, centering on the core competence and ability and knowledge system, we can develop the training objectives and standards for business talents with interdisciplinary integration. In addition, work should be done to improve the quality assurance and monitoring system in the whole process involved all faculties in an all-round manner, establish an evaluation mechanism for talent quality integrating government, university and enterprise, and introduce a third-party quality evaluation mechanism. At the same time, it should pay attention to

connect with the classified research and practices in key areas in new liberal arts and absorb its latest achievements.

5. Conclusion

It has only a few decades of history for our modern business education. And we have been borrowing from foreign business education models and using western theories and cases to teach. Therefore, we should deepen our study in theoretical research and practical exploration and further update research paradigm, realizing the development from qualitative research to quantitative and then to high-quality research and achieving dislocation development, characteristic development and high-quality development for business education. It is necessary for China's business education to join the international certification system of business education from the perspectives of promoting internationalization, improving international discourse power, ensuring education quality and strengthening international competitiveness. Thus, we should bear scientific development strategy in mind to make international and high-quality progress on a high-level starting point in order to promote business culture exchange between the East and West and communicate with other countries in a calm and fair way. In short, there is still some gap between the theoretical research on internationalization of business education, talent training model and quality assurance system, policy promotion of business education, practical exploration of business education as well as the high-quality development of higher education in the new era and social satisfaction.

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