

A Study on Enhancing the Practical Innovation Ability of Marketing Talents Based on the "Double Zhuo Double Entry" School Enterprise Collaborative Education Model

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Abstract: With the advent of the digital economy era, the rapid development of enterprises has put forward more and higher requirements for marketing talents. Enterprises need marketing talents with strong practical and innovative abilities to help them cope with the complex and changing market environment. The traditional marketing talent training model in universities focuses more on the cultivation of theoretical knowledge among students, making it difficult to meet the current employment requirements of enterprises. It should actively influence the spirit of national vocational education documents, and vigorously explore and reform the school enterprise collaborative education model based on professional reality and local economic characteristics. Based on this background, this article takes the marketing major of Guangdong University of Science and Technology as the research object. By analyzing its current situation, existing problems, and countermeasures in cultivating talent's practical innovation ability, it explores ways to enhance the practical innovation ability of marketing talents. Among them, the focus is on analyzing the practical process and effectiveness of the "Double Excellence and Double Progress" school enterprise collaborative education model adopted by it, in order to find effective paths for school enterprise collaborative education and provide practical reference experience for the cultivation of marketing talents in other universities.

Keywords: Talent Cultivation; Collaborative Education; Marketing; Practical Innovation

1. Introduction

With the widespread and in-depth application of the Internet, the market environment has gradually become open and complex. The homogenization of products and the improvement of consumers' ability to obtain product information have made most enterprises in China face more severe and fierce market competition. In this context, the marketing work of enterprises has become more important and challenging, and to achieve the marketing goals of enterprises, higher requirements are placed on the ability and quality of marketing personnel. In such a market environment, universities, as the main providers of enterprise marketing talents, face more new requirements and challenges in the cultivation of marketing talents. The complex and ever-changing market environment of enterprises requires universities to cultivate marketing talents with solid professional theoretical knowledge, strong practical ability, and innovative consciousness. However, according to feedback from current employers, there is still a serious mismatch between the comprehensive ability of most marketing graduates and the requirements of employers[1], especially in terms of practical innovation ability. In this context, this article will take the cultivation of marketing talents at Guangdong University of Science and Technology as an example to explore the cultivation and improvement path of practical innovation ability of marketing talents.

2. The Current Situation of Cultivating Practical and Innovative Abilities of Marketing Professionals

The Marketing major of Guangdong University of Science and Technology upholds the school's development vision of "creating a century old university and nurturing industry elites", serves the regional economy, and

insists on strengthening students' application and practical innovation abilities. By actively exploring and earnestly absorbing the practical experience of other similar universities, it has currently formed the following four paths to enhance students' practical and innovative abilities.

2.1 Promoting the Enhancement of Practical Innovation Ability Through Skill Competitions

At present, the skills competitions organized by professional organizations for students include the National College Student Market Research and Analysis Competition, the National College Student New Retail Competition, and the New Media Design Competition, among which the market research and analysis competition is the main focus. This type of skill competition usually involves students working in groups under the guidance of teachers to design and implement innovative projects, write research reports, and showcase research results. By completing different tasks in the competition, students' communication and coordination abilities, writing abilities, problem-solving abilities, and innovation abilities can all be greatly improved[2].

2.2 Enhancing Students' Practical and Innovative Abilities Through Specialized Practice

To help students better transform theoretical knowledge into practical abilities, the Marketing major of Guangdong University of Science and Technology offers 1-2 specialized practical courses every semester in accordance with the overall educational requirements of the school. Special practical courses are a reinforcement of the theoretical courses that students have learned in the early stage, with a greater emphasis on cultivating their professional knowledge transformation and practical innovation abilities. They are conducted in a concentrated learning mode of 1-2 weeks, during which other courses (excluding public basic courses) will be suspended. The weekly concentrated learning and training sessions for each course are 28 hours, mainly conducted in the computer room laboratory. Based on the current employment needs of enterprises, the following specialized practical courses have been set up in the talent

training plan, as shown in Table 1:

Table 1. Implementation of Special Practice Courses

Serial Number	Course Name	Number of weeks of establishment (weeks)	Total of class hours (class hours)
1	Marketing Cognitive Practice	1	28
2	Data analysis experiment	2	56
3	Network Marketing Experiment	2	56
4	Marketing Planning Experiment	2	56
5	New Media Marketing Experiment	2	56
6	Marketing simulation training	1	28

Through specialized practical courses, students can effectively consolidate their theoretical knowledge and transform it into professional abilities, as well as enhance their practical and innovative abilities.

2.3 Enhancing Students' Practical and Innovative Abilities Through Internships and Graduation Projects

In addition to skill competitions and the establishment of specialized practical courses, the Marketing program at Guangdong University of Science and Technology cultivates talents through the traditional and effective "3.5+0.5" approach, which involves 3.5 years of in school learning and the final 0.5 years of students participating in enterprise internships. Student internships refer to the process of students participating in practical work in enterprises before graduation, in order to enhance their practical abilities through practical participation[3]. In addition, the graduation thesis is a comprehensive process that trains students' comprehensive practical abilities through specific tasks.

2.4 Enhancing Students' Practical and Innovative Abilities Through School Enterprise Cooperation

The cooperative model of enterprise practical teaching is an effective way to cultivate skilled talents in marketing in applied universities[4].

The marketing major of Guangdong University of Science and Technology attaches great importance to cooperating with enterprises to educate people. The major has established cooperative relationships with more than 80 enterprises, including Carrefour Commerce Co., Ltd. in Dongguan, Jiangnan Agricultural Batch Market in Dongguan, and Bufan Electronics Co., Ltd. in Dongguan, among which Carrefour Commerce Co., Ltd. in Dongguan and Jiangnan Agricultural Batch Market in Dongguan have established deep cooperative partnerships, jointly built school enterprise practice teaching bases, jointly developed practical courses To jointly guide students in internship and thesis writing.

3. Analysis of the Problems and Reasons for Cultivating Practical and Innovative Abilities of Marketing Professionals

3.1 Analysis of Existing Problems

3.1.1 Skills competitions and specialized practical courses have strong virtuality and cannot effectively meet the talent needs of enterprises

Although training through skills competitions and specialized practical courses can enhance students' practical abilities to a certain extent, competitions or practical courses have strong virtuality, and there are still significant differences between them and the business practices of enterprises. Therefore, teachers may overlook many factors when cultivating students' abilities, ultimately leading to a mismatch between school training and enterprise needs.

3.1.2 Difficulty in mastering and evaluating the improvement of students' practical and innovative abilities during the internship process

According to the training plan, students will enter the company for internships in the second semester of their senior year. During the internship, the school will arrange for teachers to conduct internship patrols on students to understand their internship situation. Due to the uneven geographical distribution of student internship units, it is difficult for guidance teachers to conduct on-site inspections one by one. Instead, communication guidance is used, which leads to some internship guidance and inspections becoming mere formality, making it difficult to truly understand and grasp the

practical situation of students.

3.1.3 The shallow form of school enterprise cooperation is not conducive to effectively enhancing students' practical and innovative abilities

Although the major has developed a large amount of resources for school enterprise cooperation, it still remains in a relatively common form of communication in carrying out school enterprise cooperation, with insufficient substantive cooperation and collaborative education. The early forms of education carried out by majors and school enterprise cooperation enterprises mainly include establishing off campus practice bases, visiting and exchanging exhibitions in enterprises, and recruiting students on campus. These forms have to some extent broadened the horizons of students and helped them find employment. However, the degree of utilizing school enterprise resources for collaborative education is not enough, and the practical innovation ability cannot be effectively improved.

3.2 Cause Analysis

3.2.1 The practical skills level of professional teachers is relatively low

Teachers are the core element in talent cultivation activities, and their ability and professional qualities have a direct impact on the quality of talent cultivation[5]. The virtuality of skill competitions and specialized practical courses is to some extent influenced by the level of teaching staff. If professional teachers have practical experience in enterprises, they will introduce more practical factors in the guidance process, which can enhance the authenticity of such training to a certain extent and be more conducive to improving students' practical abilities. At present, there are a total of 64 professional teachers in the marketing major, of which 10 are "dual teachers and dual abilities" teachers, accounting for 15.6% of the total professional teachers; In addition, there are 16 people with practical experience in enterprises, accounting for 25% of the total professional teaching staff. However, most of these teachers are young and have some practical experience in enterprises, but they still lack teaching experience. In summary, due to the weak practical skills of professional teachers, most of them are theoretical teachers who rely too much on

theoretical teaching [6], which affects the effective cultivation of students' practical abilities.

3.2.2 Limited software and hardware practical resources on campus

The major has established 8 professional laboratories, including a comprehensive marketing laboratory, an ERP and electronic sandbox laboratory, a marketing skills laboratory, a comprehensive marketing simulation laboratory, and a digital marketing comprehensive experiment. It has also purchased teaching equipment such as computers and teaching software, creating favorable conditions for student vocational skills training. However, there are significant differences between the experimental environment in the laboratory and the actual operation of the enterprise, and teaching software often has a certain lag, which leads to a certain gap between the practical skills mastered by students through campus practice and the actual situation of the enterprise. After entering the enterprise, students still need further training to be able to work, thereby increasing the employment cost of the enterprise. To narrow this gap, schools and enterprises need to work closely together to form a feasible and beneficial cooperation mechanism.

4. Analysis of Strategies for Enhancing the Practical and Innovative Ability of Marketing Talents Based on the "Double Zhuo Double Progress" School Enterprise Collaborative Education Model

4.1 Overview of the "Double Zhuo Double Progress" School Enterprise Collaborative Education Model

In order to better enhance the practical and innovative abilities of professional students, the Marketing major of Guangdong University of Science and Technology is based on the current situation and existing problems in cultivating talent's practical and innovative abilities. Guided by the spirit of the "Opinions on Promoting the High Quality Development of Modern Vocational Education" issued by relevant national departments in 2021, it actively explores ways of school enterprise collaborative education. The document clearly states: to adhere to the integration of industry and education, school enterprise cooperation,

and promote the formation of a development pattern of benign interaction between industry and education, and complementary advantages between schools and enterprises; Adhere to market orientation, promote employment, and promote the alignment of school layout, professional settings, talent cultivation with market demand. Based on the combination of professional reality and the school's "matching of personnel and positions, teaching according to aptitude, and classified cultivation" of educational characteristics, and in accordance with the requirements of composite applied talents [7], the marketing major has proposed and formed a "double excellence and double progress" talent training model for school enterprise collaborative education. The concept of ability recognition in this model [8] has been adopted to construct a "dual excellence and dual progress" school enterprise collaborative education model that integrates students, teachers, enterprises, and schools through the integration of resources (see Figure 1 for details). This model emphasizes the collaborative role of educational subjects and the unity of educational goals [9]. Focusing on the development of students and the improvement of practical abilities, it actively integrates school and enterprise resources to jointly create a collaborative educational model, which is an optimization of the traditional school enterprise educational model [10]. The students here mainly refer to those who focus on employment and entrepreneurship after graduation. In Figure 1, "Shuangzhuo" refers to the excellent industry class selected by the school and the outstanding talents selected by the enterprise, respectively. "Shuangjin" refers to the professional excellent lecturer group entering the enterprise for practice or conducting horizontal projects with the enterprise, as well as the excellent lecturers or alumni from the enterprise entering the campus classroom.

4.2 The Implementation Process and Effect Analysis of the School Enterprise Collaborative Education Model of "Double Excellence and Double Progress"

At present, the major has carried out three batches of exploration and practice in talent cultivation with relevant school enterprise cooperation units in accordance with the "Double Excellence and Double Progress"

model. The first batch of school enterprise cooperation units is Guangdong Tianyi Meijia Home Furnishings Group Co., Ltd. The second batch of school enterprise cooperation units is Shenzhen Qingxi Daojia Family Life Service Platform, and the third batch of school enterprise cooperation units is Dongguan Bufan Electronics Co., Ltd. The main process is as Figure 2.

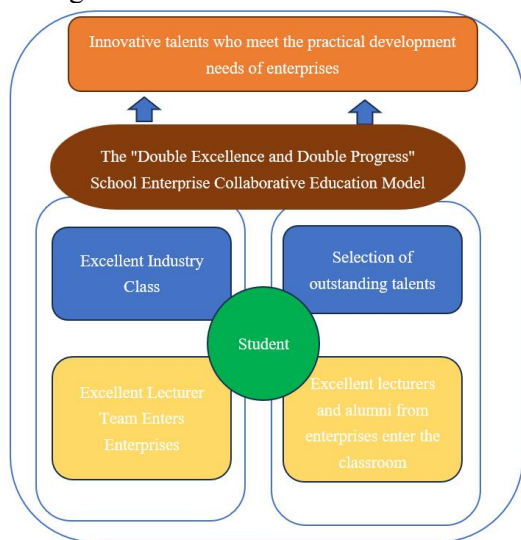


Figure 1. "Double Excellence and Double Progress" School Enterprise Collaborative Education Model

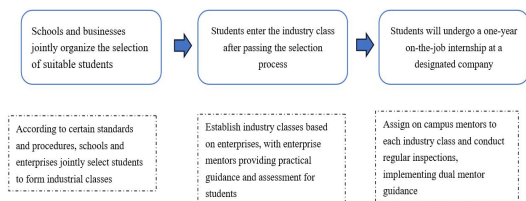


Figure 2. Implementation Process of the "Double Excellence and Double Progress" School Enterprise Collaborative Education Model

As shown in Figure 2, this model first selects suitable students within the major to form an industry class, and then goes to the organizing student enterprise for on-the-job internships. During the internship, the enterprise mentor provides practical guidance and regular assessments, and arranges on campus teachers to regularly visit the enterprise to inspect the student's internship situation and engage in relevant exchanges with the enterprise on talent cultivation. The final grades of students are jointly assessed and evaluated by the enterprise and the school's guidance teachers. As students entering the industrial class still need to complete one semester of on campus

learning and complete the corresponding courses according to the talent training plan in order to receive the corresponding credits and ultimately complete their studies. To solve this problem, students in the industrial class adopt a credit exchange system, which means that enterprise mentors set corresponding practical projects and tasks based on the student's talent training plan during the internship period in the enterprise. The enterprise mentors give regular grades and specific project grades based on the student's practical situation. Finally, the school's guidance teachers calculate and exchange the student's grades for each corresponding course according to the school's requirements.

Through the implementation of this model, the shortcomings of teachers and practical venues on campus can be effectively addressed. Moreover, teachers on campus can enhance their practical abilities by regularly communicating with enterprises and conducting relevant horizontal projects, thus providing guarantees for the cultivation of high-quality applied talents. In addition, enterprises can also gain many benefits by conducting industry classes with schools: firstly, through one-year industry class training and guidance, enterprises can obtain the opportunity to prioritize the exploration of outstanding talents; Secondly, the social responsibility of enterprises has been fully reflected, laying a solid foundation for the shaping of corporate brands and the creation of social influence; Thirdly, through full and close cooperation with universities, more academic resource support can be obtained, which is more conducive to the long-term development of enterprises.

Based on the current feedback from students and enterprises, this model is relatively feasible. Through this model, students can enter the enterprise to learn in advance, accumulate relevant work experience in advance, and better enhance their employment competitiveness. On the other hand, companies have provided feedback that this approach can effectively reserve and develop human resources, and it has been found that students majoring in marketing have strong plasticity, which provides a feasible path for cultivating practical and innovative abilities of professional talents.

4.3 The Implementation Guarantee of the "Double Zhuo and Double Progress" School Enterprise Collaborative Education Model

After three rounds of practice and exploration of the "Double Excellence and Double Progress" school enterprise collaborative education model, the Marketing Department of Guangdong University of Science and Technology has concluded that the successful operation of this model requires the support of the following three guarantee measures:

4.3.1 Develop a collaborative education management system that is jointly recognized by schools and enterprises

After multiple rounds of practical exploration, Guangdong University of Science and Technology has developed a relatively complete and effective industrial class management plan, and formulated a more scientific and reasonable management system. This system is based on the management concept of filing system, with collaborative cooperation among multiple departments, ensuring the relevant interests of students and enterprises.

4.3.2 Select high-quality school enterprise cooperation enterprises

To carry out collaborative education between schools and enterprises, in addition to reaching a consensus between both parties, it is also necessary to choose high-quality enterprises that are in line with the professional direction of students in school enterprise cooperation, otherwise it is easy to affect the cultivation of students' practical and innovative abilities. If the selected cooperative enterprise is not responsible or poorly managed, it is easy for students to push out halfway or other unnecessary disputes, ultimately affecting the effectiveness of practical education.

4.3.3 Pay attention to the safety of students during off campus internships

Although cultivating and enhancing students' practical and innovative abilities is currently a concern for marketing majors in various universities, and universities have adopted various methods or measures to implement them, all methods or approaches must ensure the safety of students, so as to achieve success and sustainable results in all teaching reforms. Therefore, in the process of collaborative education with school enterprise cooperative enterprises, the safety of students must be a prerequisite.

5. Conclusion

In the era of digital economy, the rapid development of enterprises requires marketing talents with strong practical and innovative abilities. To meet the employment needs of enterprises, universities need to reform the traditional talent training model appropriately to cultivate marketing talents with strong practical and innovative abilities. To cultivate high-quality applied marketing talents, in addition to universities adjusting professional talent training according to social development dynamics, enterprises also need to actively participate in talent development and training, and achieve collaborative education between schools and enterprises based on certain mechanisms to cultivate high-quality marketing talents suitable for the development of the times.

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