

Reform and Practice of the Talent Training Model for Higher Vocational Marketing Majors Based on School-Enterprise Cooperation

-- Taking the Cooperation between McDonald's and Zhejiang Dongfang Vocational and Technical College as an Example.

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Abstract

Taking the school-enterprise cooperation between McDonald's and the Marketing major of Zhejiang Dongfang Vocational and Technical College as an example, this paper deeply explores the reform and practice of the talent training model for higher vocational marketing majors. It analyzes the corporate background and existing conditions of McDonald's, elaborates on the background, significance and origin of the project implementation, and studies the current situation and development trends of relevant technologies at home and abroad. It also introduces in detail the basic ideas, main contents, key technologies and innovation points of the research and development of the cooperation project. The aim is to provide useful references for the school-enterprise cooperation talent training of higher vocational marketing majors, promote the in-depth development of the integration of industry and education in vocational education, and improve the quality of talent training to meet the needs of society and enterprises.

Keywords

Higher Vocational Marketing Major; School-Enterprise Cooperation; Talent Training Model; McDonald's.

1. Introduction

With the acceleration of the process of economic globalization and the rapid development of science and technology, all industries are increasingly eager for high-quality skilled talents. As the incubator of technical and skilled talents, vocational education undoubtedly takes school-enterprise cooperation as its core strategy to improve the quality of talent training [1]. The higher vocational marketing major focuses on cultivating marketing elites with both practical skills and innovative thinking for enterprises. Cooperating with global catering giants like McDonald's can achieve a seamless connection between professional teaching content and the actual needs of the industry, making talent training more targeted and effective, thus paving a solid path for students' career development and injecting continuous vitality into the talent reserve of enterprises [2].

2. The Corporate Background and Existing Conditions of McDonald's

2.1. Corporate Background

As a shining star in the global catering service field, McDonald's has more than 38,000 restaurants worldwide. Since it entered the Chinese mainland market in 1990, it has embarked on a journey of rapid expansion. Nowadays, China has become its key market with the second largest number of global restaurants and the strongest development momentum [3].

McDonald's has always adhered to the value core of "people-oriented" and attached great importance to the construction and cultivation of the talent echelon. With its unique employee value proposition, it has carefully created diversified career promotion channels and a high-quality working experience environment for employees, attracting numerous aspiring individuals to join in [4].

2.2. Existing Production and Research Conditions

As of March 2023, the employee structure of McDonald's China shows a remarkable characteristic of being young, with the proportion of post-00s employees exceeding 43%. In its talent cultivation strategy, it focuses on two core aspects: "employment and education" and "growth and empowerment", and spares no effort to create a rich and diverse career development blueprint. Since 2020, it has vigorously promoted the "modern apprenticeship" school-running model. In the past three years, it has closely cooperated with more than 300 vocational colleges across the country and successfully helped more than 20,000 young people start their careers, achieving remarkable results in promoting school-enterprise cooperation in educating people [5].

3. Background, Significance and Origin of the Project Implementation

3.1. Background and Significance of the Project Implementation

3.1.1. Policy Promotion

The report of the 20th National Congress of the Communist Party of China solemnly put forward the grand strategy of "coordinating the collaborative innovation of vocational education, higher education and continuing education, and promoting the integration of vocational and general education, the integration of industry and education, and the integration of science and education", clearly outlining the way forward for the future development of vocational education. A series of heavyweight policy documents such as "Opinions on Promoting the High-Quality Development of Modern Vocational Education" have also emphasized that every effort should be made to enhance the adaptability of vocational education to market demands and carefully construct a modern vocational education system framework. Deepening school-enterprise cooperation and actively introducing enterprises into colleges in the field of higher vocational education is of immeasurable significance for comprehensively cultivating the vocational skills of students in higher vocational colleges and accelerating the construction of a skilled society. It is a key link in promoting the coordinated development of vocational education and social economy.

3.1.2. Enterprise Needs

The number of McDonald's stores in the Chinese market is growing explosively, which directly leads to a huge demand for various professional talents. In 2023, McDonald's launched a large number of school-enterprise cooperation talent training projects on a large scale, widely connecting with numerous university resources, and it is expected that tens of thousands of students will benefit from them. Its carefully planned series of student youth talent training projects not only build a vast development platform for the vast number of young students, but also prompt the enterprise itself to actively explore new school-enterprise cooperation models and paths, aiming to accurately meet the enterprise's own growing talent needs while making every effort to improve the overall quality and efficiency of school-enterprise cooperation and achieve a win-win situation for enterprises and educational institutions.

3.2. Origin of the Project

The Marketing major of the School of Digital Management of Zhejiang Dongfang Vocational and Technical College has a long-standing cooperation with Zhejiang Golden Arches Food Co., Ltd.

(McDonald's). As early as 2015, the two parties officially signed a school-enterprise cooperation agreement. In the past years of cooperation, the two parties have carried out in-depth practical explorations in various cooperation models such as alternate learning and working, order-based training, integration of industry and education, and modern apprenticeship. There have been remarkable successful experiences as well as some inevitable setbacks and lessons of failure. Based on multi-dimensional factors such as the accurate grasp of enterprise talent needs, the acute insight into the market situation, the in-depth understanding of the school's learning situation, the comprehensive evaluation of teaching staff and the comprehensive consideration of practical training conditions, the two parties have carried out a systematic summary and in-depth analysis of the past cooperation models, made every effort to explore more efficient and valuable cooperation models, continuously optimized the cooperation path, and then carried out all-round innovation and practice activities of the talent training model, striving to achieve more excellent results in the field of talent training.

4. Research Status and Development Trends of Related Technologies at Home and Abroad

4.1. Research Status at Home and Abroad

In the camp of developed countries abroad, the vocational education systems represented by the United States and the United Kingdom attach great importance to the alternate learning and working teaching mode. The curriculum setting and teaching content of vocational education are closely aligned with the actual needs of enterprises, ensuring that the knowledge and skills learned by students can be directly applied to enterprise production practice. In China, numerous scholars have also carried out multi-dimensional and in-depth research and exploration on the school-enterprise cooperation model of vocational education. For example, scholars such as Li Xunhua innovatively proposed to construct a talent training model of "project orientation, real situation embedding, and individual cultivation" and a "2 + 3" order-based training model, providing new ideas and methods for school-enterprise cooperation talent training; Wang Zhiwei deeply explored the application status and a series of problems faced by the modern apprenticeship in the cultivation of business talents in China, providing a strong basis for subsequent improvements; Sang Lei accurately pointed out the unique characteristics of the modern apprenticeship with Chinese characteristics and the difficulties encountered during the trial implementation. These diverse research results provide a solid theoretical foundation and a valuable source of practical experience reference for the in-depth reform of the school-enterprise cooperation talent training model for higher vocational marketing majors.

4.2. Development Trends

With the development of the times, the policy environment for school-enterprise cooperation is becoming increasingly optimized and improved, and its development trends also show significant characteristics in multiple dimensions. On the one hand, both schools and enterprises are constantly updating their cooperation concepts, actively pursuing in-depth integration and coordinated development, and striving to achieve resource sharing and complementary advantages. On the other hand, efforts are being made to construct a scientific and reasonable operation mechanism to fully stimulate the internal vitality and innovation power of school-enterprise cooperation. At the same time, government departments are gradually strengthening regulatory efforts to ensure the standardization and effectiveness of school-enterprise cooperation and create a fair and just cooperation environment for both parties. In addition, both schools and enterprises are continuously coordinating the interest distribution and conflict resolution mechanisms, comprehensively expanding the breadth and

depth of cooperation, and promoting the diversified and innovative development of cooperation models. In the context of school-enterprise cooperation for higher vocational marketing majors, the talent training model is moving forward in the direction of deep integration of the "education chain" and "industrial chain", the "knowledge chain" and "innovation chain", the "talent chain" and "capital chain", and the "practice chain" and "process chain". Through all-round integrated development, it is committed to accurately setting talent training goals, deeply expanding teaching content, effectively supplementing the "dual-element" teaching staff, and scientifically adjusting the comprehensive evaluation system, so as to create a high-quality talent training model that meets the needs of the new era.

5. Basic Ideas, Main Contents, Key Technologies and Innovation Points of Project Research and Development

5.1. Basic Ideas

Under the guidance of the high-quality development and construction strategy of Zhejiang Dongfang Vocational and Technical College, the Marketing major closely cooperates with McDonald's and makes every effort to build a long-term and stable mechanism for cooperative education, cooperative development and school-enterprise joint construction of majors. With the school as the core entity, giving full play to the coordinating role of the government, the guiding role of the industry and the in-depth participation of enterprises, carefully creating a "dual-subject" education operation mechanism, and strongly promoting the precise docking of professional teaching content and the actual needs of the industry. Scientifically and reasonably arranging the time distribution and content connection between teaching activities and enterprise practice links, comprehensively planning the improvement of teachers' professional qualities and the optimization and construction of enterprise human resources, vigorously promoting the advanced teaching mode of "teaching, learning and doing" integration, and innovatively constructing a "422 segmented flexible semester system" to closely align the school's teaching process with McDonald's operation rhythm, comprehensively improving students' practical operation ability and professional quality level, and laying a solid foundation for students' future career development.

5.2. Main Contents

5.2.1. Construction of "422" Flexible Semester System

According to the unique seasonal and periodic characteristics of McDonald's business, the traditional three-year six-semester system is skillfully adjusted into eight small semesters. In the first academic year, four semesters are carefully set up, including two learning semesters focusing on theoretical knowledge learning and professional skill cultivation and two working semesters for in-depth practical training in McDonald's stores; in the second and third academic years, two semesters are set up respectively, and each academic year includes one learning semester for consolidating and deepening professional knowledge and one semester focusing on internship (practical training) practice. The learning semester comprehensively cultivates students' core professional abilities through systematic course teaching, case analysis, simulation exercises and other methods on campus; the working semester is precisely arranged during McDonald's peak sales season, and students are respectively organized to carry out multi-dimensional practical activities such as enterprise cognitive internship, front-line post internship, enterprise operation practical training and graduation internship. Through this innovative semester setting mode, it not only effectively solves McDonald's human resource shortage problem in specific periods, but also greatly improves students' practical hands-on ability, problem-solving ability and teamwork ability, achieving a win-win situation for school teaching and enterprise operation.

5.2.2. Design of Talent Training Objectives

Further strengthening the in-depth integration of school and enterprise, carefully establishing a "Talent Training Quality Index System". Through detailed analysis of McDonald's work fields, post functions and business processes, the core ability elements required by students are accurately extracted, and the specific objectives of students in terms of knowledge reserve, professional ability and comprehensive quality are clearly defined, making every effort to create a three-in-one comprehensive talent training objective system of "knowledge + ability + quality". The establishment of this system helps to significantly improve students' professional awareness awakening, professional skill proficiency and comprehensive quality improvement, enabling the cultivated students to better adapt to market demands and enterprise development requirements and become highly competitive high-quality marketing professionals.

5.2.3. Design of Talent Training Plan

Based on the research data of McDonald's talent needs, the requirements for the knowledge structure, ability structure and quality structure of graduates are scientifically and reasonably adjusted and optimized. Starting from the post requirements of McDonald's, a talent training plan is carefully constructed by using professional methods such as work task analysis, merging and integration, reduction and reconstruction. After a systematic and rigorous design process, three core results are finally formed, covering clear talent training objectives, a complete curriculum system and accurate course teaching plans. This talent training plan can ensure that students closely focus on the actual needs of enterprises during the learning process, realize the seamless connection between knowledge learning and practical application, and provide a strong guarantee for students to smoothly enter the workplace and quickly grow into the backbone of enterprises.

5.3. Key Technologies

5.3.1. Empirical Exploration

By widely collecting relevant literature and materials at home and abroad, and deeply investigating the successful practical cases of cooperation between brother colleges and McDonald's and the specific development of McSeedling Classes and McSeedling Colleges, combined with McDonald's unique talent demand characteristics, perfect training mechanism and the current situation of the school's teaching staff, student learning characteristics and other factors, using scientific data analysis methods to deeply analyze the relatively effective models and improvable paths in school-enterprise cooperation. This empirical exploration process can provide targeted and operable reference basis for the cooperation between the school's Marketing major and McDonald's, avoid blind exploration and resource waste, and improve cooperation efficiency and quality.

5.3.2. Construction of Talent Training Path

Carefully constructing a complete talent training path of "training objectives, training modes, curriculum settings, practical projects, assessment methods". By clarifying the training objectives, determining the talent specifications that meet market demands and enterprise expectations; innovating the training mode, adopting diversified teaching methods and practical forms; optimizing the curriculum settings, constructing a curriculum system that combines theory and practice; enriching the practical projects, providing diverse practical opportunities and platforms; improving the assessment methods, and establishing a scientific and comprehensive evaluation index system. This complete talent training path can significantly improve the industry relevance and adaptability of the major, effectively promote the effective implementation of various cooperation forms such as curriculum integration, practical training diversion and order-based training, and realize an efficient talent training

mechanism of dual-subject collaborative education, dual-tutor full-process guidance, dual-management quality assurance and dual-assessment comprehensive evaluation, providing a solid guarantee for cultivating high-quality marketing professionals.

5.4. Innovation Points

5.4.1. Site-based Teaching Reform Based on Posts

Innovatively making a precise correspondence between course theoretical knowledge and McDonald's actual work process, deeply extracting work posts closely related to the Marketing major, and carefully designing targeted work tasks according to the professional ability requirements of each post. In the process of classroom teaching, students achieve a deep understanding of theoretical knowledge and proficient mastery of practical skills by completing these work tasks, thus effectively improving students' post adaptability and professional competitiveness. This site-based teaching reform based on posts breaks the dilemma of the disconnection between traditional theoretical teaching and practical teaching, makes the teaching process closer to the actual work scene of enterprises, and provides more direct and effective assistance for students' career development.

5.4.2. Teaching Method Reform Based on Learning Tasks

Skillfully integrating theoretical teaching and practical teaching content, carefully designing a series of inspiring and challenging learning tasks. In the learning process, students gradually go deeper according to the complete process of cognitive task, analysis task, implementation task, submission of results and summary task. In the process of completing learning tasks, students comprehensively master marketing professional knowledge, effectively improve students' learning initiative and enthusiasm, and cultivate students' autonomous learning ability, problem-solving ability and innovative thinking ability. This teaching method reform based on learning tasks changes the situation of students passively receiving knowledge in traditional teaching, makes students the main body of learning, and better adapts to the requirements of modern education concepts and market demands for talent cultivation.

5.4.3. Design of Professional Teaching Quality Evaluation System

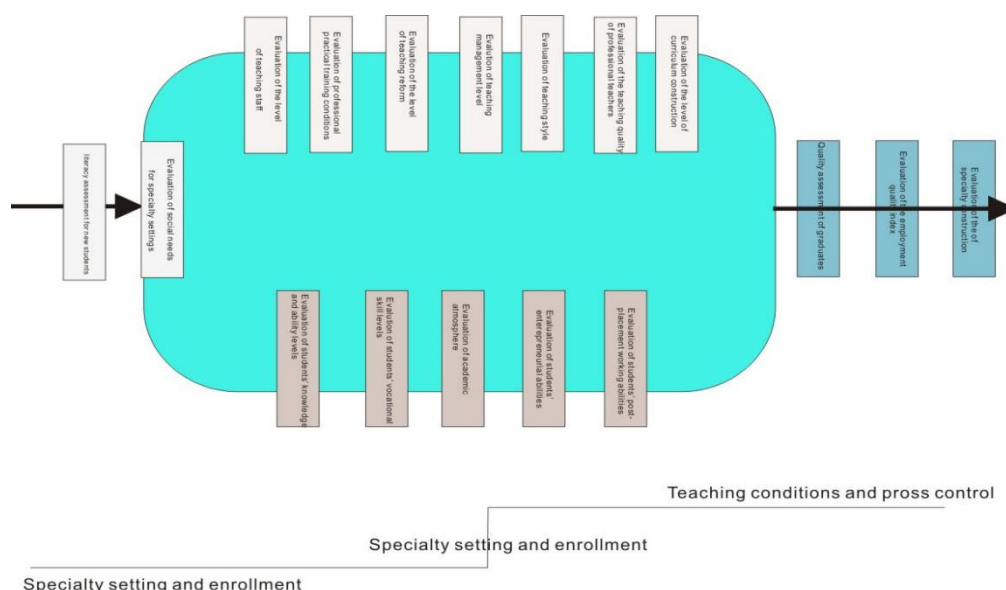


Figure 1. Innovative Reform Ideas for Talent Cultivation Modes.

Carefully designing a scientific and reasonable evaluation system in strict accordance with professional construction standards and teaching processes. The system organically integrates

the formative evaluation in the daily teaching management process and the summative evaluation of teaching results, and takes key indicators such as students' employment rate, employment quality, enterprise satisfaction and entrepreneurial effectiveness as important bases for evaluation. By continuously tracking the career development track of students after graduation and using big data analysis technology to deeply mine and analyze relevant data, providing scientific and accurate decision-making bases for teaching quality management, curriculum system optimization and teaching method improvement, thus improving and perfecting the teaching quality assurance system, ensuring the continuous improvement of talent training quality, and enabling the cultivated students to better meet the needs of social and economic development.

6. Conclusion

The reform and practice of the school-enterprise cooperation talent training model jointly carried out by the higher vocational marketing major and McDonald's is a crucial strategic measure that actively conforms to the rapid development needs of the social economy and comprehensively implements the vocational education policy guidelines. Through an in-depth analysis of McDonald's corporate background, a comprehensive interpretation of the project background and significance, an accurate grasp of the research status and development trends of related technologies, as well as careful refinement of the basic ideas, main contents, key technologies and innovation points of the project research and development, it is expected to significantly improve the quality and level of talent training in the higher vocational marketing major. Continuously supply more professional talents who meet market demands and possess high-quality skills to McDonald's and the entire marketing industry. At the same time, it also provides a highly valuable reference example for other higher vocational majors in exploring the path of school-enterprise cooperation, effectively promoting the continuous deepening and innovative breakthroughs of the integration of industry and education in vocational education, and contributing to the prosperity of China's vocational education cause.

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