



Theoretical Exploratory Study on the MBA Practical Ability Cultivation Model of “Two-way Matching between Teachers and Students” Empowered by Digital Intelligence

Yajun Lin

Business Administration, Chongqing Technology and Business University, Chongqing, 404000, China

297060444@qq.com

Abstract. At present, the MBA talent training model faces bottlenecks in the cultivation of practical ability: the disconnection between learning and application, and the academic focus on teaching resources and curriculum design; the problem of inadequate teaching staff and inadequate teaching skills is particularly prominent. This article proposes two major innovations to address the shortcomings of previous MBA programs in terms of practical skills in talent cultivation models. On the one hand, based on the support of metaverse digital technology, we will build a gradient and progressive practical ability training model guided by "market demand as the navigation mark, personalized career development needs, and practical ability as the focus" and based on a diverse collaborative network platform. At the same time, based on the condensed concept of "market demand and personalized career demand-oriented" business management talent cultivation, this article proposes an intelligent and accurate measurement of MBA practical ability index system, and then determines a dual terminal demand-oriented teacher training and management support mechanism.

Keywords: Practical ability, Digital intelligence, Two-way matching model of between teachers and students.

1 Introduction

The Master of Business Administration (MBA) is a professional degree program designed to educate and train future managers. The MBA program's objective is to cultivate management talents for the market economy. It aims to develop applied talents in various fields, including enterprise management, finance, marketing, human resources, and others. These talents are expected to contribute to the growth and development of both the national and local economies, as well as to the creation of high-level, innovative management professionals. Since the establishment of the MBA in China in 1991, the scope of enrollment in colleges and universities has been expanding, and the issue

of educational quality has been gradually brought to the fore. Although the MBA curriculum in China has largely adopted a training model for enterprise management talent, with students divided into different management streams according to their previous majors, nature of their future careers, and development choices, the curriculum, teaching resources, and faculty are tailored to the specific needs of each stream. However, in practice, due to the MBA faculty team, most teachers from academia lacked enterprise management experience. This in turn led to the MBA management personnel training model facing bottlenecks: learning and use of the disconnect, teaching resources and curriculum design biased academic; in the in terms of faculty strength, the problem of “incompetent post, incompetent teaching” is particularly prominent. Consequently, the innovation of the training mode of MBA management talents in the way of practical ability training and the landing mechanism is of great importance and necessity, particularly in the context of the development of the market economy and the inevitable reform and innovation of MBA education.

2 Literature Review

2.1 Digitalization of Education and the Development of “Meta-Education” Research

In 2021, the concept of the meta-universe rapidly gained traction globally, sparking considerable concern both at home and abroad. Gradually, the industry's attention to the meta-universe began to permeate various societal spheres, including education. The 2022 Meta-universe Development Research Report by the New Media Research Center of Tsinghua University defines the term "meta-universe" as "a new type of Internet application and social form that integrates multiple new technologies and integrates the virtual world with the real world in terms of economy, social system, and identity system." It further describes meta-universe as "a social platform, social networking platform, social networking platform, and social networking platform. "The integration of the virtual and the real worlds is achieved through the convergence of economic, social, and identity systems. This integration is manifested in the form of a social platform, an economic platform, and a content platform. The term "meta" education refers to the digital education form and scene from the perspective of the meta-universe, which may be defined as "meta-universe education. “It is the utilization of XR, digital twin, artificial intelligence, blockchain, 5G, and other emerging information technologies to shape the virtual-reality fusion education environment. This environment is characterized by the comprehensive intertwining of virtual and reality, comprehensive connectivity between humans and machines, and comprehensive interaction between schools and society.

The 14th Five-Year Plan and the 2035 Vision of the People's Republic of China proposed the concept of developing a digital China. The education sector has entered the second phase of education informatization development. The ongoing impact of the novel coronavirus (COVID-19) pandemic has accelerated the process of meta-universe landing in the education industry. Currently, the researches on the field of meta-uni-

verse education are highly active. Chinese scholars in the field of education have concentrated their efforts on the advancement of online education through the implementation of "meta" education [1], the integration of the meta-universe and education virtual communities was explored by Fangang and Xuqiang [2]. Lili and Xin [3] proposed a teaching mode based on the meta-universe, while Zixun and Muxiong [4] presented a teaching field and intelligent education environment. Zi Xun and Muxiong [4] proposed a teaching mode based on the meta-universe. Tongju [5] conducted certain exploratory experiments on the topic of the intelligent educational environment.

2.2 Research on MBA Teaching Reform and Talent Capacity Cultivation Models

As the number of MBA students continues to grow, MBA teaching reform has emerged as a significant area of interest within the field of higher education. The earliest MBA teaching methods abroad have their own characteristics. Notable examples of foreign MBA teaching methods include Harvard Business School's "case teaching method," the College of Chicago's "theoretical school" that places a strong emphasis on mathematical and scientific models, Manchester Business School's "project teaching method," and the three-stage teaching (business foundation, understanding of the environment, personalized development) one-year accelerated course class of the French-European School of Business Administration [6]. Currently, there is a growing consensus among scholars that MBA teaching should be oriented towards the service of the enterprise in China. This entails enhancing practical abilities, shifting from a single narrative teaching approach to interactive and case study teaching methods [7][8]. The results of MBA teaching reform have been more fruitful within the university setting. However, due to the single faculty structure and the stage of MBA teaching practice, the results of teaching reform and the realization mechanism specific to the cultivation of MBA teaching in the direction of the ultimate practical ability have not been seen for so many years.

2.2.1 General Characteristics of MBA Teaching.

Most scholars concur that, from the perspective of Master of Business Administration (MBA) applicants, MBA is regarded as a tool for professional and personal development [9]. In general, foreign MBA education is characterized by a diverse array of teaching methodologies, an emphasis on teamwork, participation in corporate practice, research conducted in conjunction with projects, an emphasis on extracurricular education, and a standardized and systematic curriculum system [10].

2.2.2 Multiple Dimensions of MBA Faculty.

It is widely acknowledged among scholars and those engaged in MBA education that students are seeking a diverse range of instructors. These include those with a conceptual approach, who can present well-founded theories; those with an empirical approach, who are able to demonstrate a depth of practical business experience; and those with an artistic approach, who are able to demonstrate business acumen. Furthermore,

scholars have highlighted the significance of social entrepreneurial practices in learning. Business graduate students continue their education by enrolling in Master of Business Administration (MBA) programs, which include learning about entrepreneurship. Additionally, graduate management introduces social entrepreneurship (SE) into MBA programs [11].

2.2.3 Research on MBA Talent Competency Cultivation Model.

The fragmentation tendency of China's research on competency-based business administration teaching mode is still more prominent, with most studies concentrated in the areas of reforming teaching content, teaching methods, and faculty optimization. For instance, the teaching content places an emphasis on localization and participatory practice teaching [12], establishes an experiential MBA education and teaching SCP cultivation model with communication and sharing mechanisms as the main body [13], proposes a problem-based teaching model [14], and extends the classroom platform [15], in 2016, the case teaching method known as "Trinity" was proposed by [16]. Some scholars have also suggested the establishment of interdisciplinary faculty and the strengthening of interdisciplinary infrastructure to enhance graduate students' innovation abilities [17].

3 The Main Problems in the Training of Business Administration Professionals

The MBA teaching management model in China is consistently striving for reform, but currently still faces the dilemma of academic oriented training. Considering the pervasive influence of the Internet on all aspects of social life, the demand for a more diverse range of talent skills is evident. This is particularly true in the context of management personnel, who are increasingly required to possess application-oriented, complex, and innovative skills. MBA talent training is facing four key challenges.

3.1 Inaccurate Positioning of Training Objectives and Lack of Understanding of Dual-Terminal (Market Demand and Student Demand) Needs

The current training objectives for MBA management talents in teaching lack clarity, and there is no precise evaluation of students' existing knowledge structure and abilities. There is no precise positioning and overall planning of the training objectives based on industry development, and academic orientation remains the focus of training. There is no shift from market demand to market demand as a guide and career development as a guide to clarify the goals of talent training and carry out teaching activities.

3.2 Imbalance between the Theoretical and Practical Aspects of the Curriculum, Academicized Teaching Content, and Insufficient Cultivation of Students' Practical Abilities

Many colleges and universities that offer an MBA program rely primarily on traditional classroom instruction, with a smaller emphasis on case study teaching. Despite this, there is still a notable bias towards academization, a disconnect between theoretical teaching and practical development, an insufficient cultivation of students' application abilities, and a need for improvement in the quality of practical teaching.

3.3 The Existing Teaching Force Has a Single Knowledge Structure and is Unable to Fully and Adequately Meet the Needs of the Dual Terminals (Market and Students).

In the area of business management personnel development, the most critical aspect is the qualification and competence of the faculty team. Most teachers in colleges and universities possess a single knowledge structure, which is not aligned with the interdisciplinary cross-fertilization required by MBA graduate students. Additionally, academic researchers lack the capacity to shape the needs of the market and to meet the student career-oriented personalized development needs.

3.4 Mechanisms for Evaluating and Training Teacher Faculty are not yet Sound, and Teacher Training is Closed and Ineffective

The majority of college teacher training occurs within a single channel, with the primary channel being transfer from one college to another. The content of the training is primarily ideological and academic theory, curriculum construction, and other similar topics. There is a paucity of practical experience training in the enterprise, with case teaching and experiential visits to the enterprise having minimal significance in enhancing MBA students' practical abilities. Additionally, the teacher training mechanism is relatively inflexible, and there is currently no incentive for teachers to pursue further studies or training in enterprises. Furthermore, there is no mechanism to tap into the teaching abilities of teachers or cultivate the practical abilities of enterprises.

4 Research Contents

This paper aims to guide the innovation of practical ability cultivation mode through the dual terminal demand (market demand and individual career development needs of students) and the two-way matching training between teachers and students. The innovation of practical ability cultivation mode is achieved through the gradient progression of "metaverse technology support from basic knowledge gamification training to 3D simulation experiments, national local competitive competitions, and enterprise project bidding". The innovation of practical ability cultivation mode is also achieved through the linkage of "smart teaching resource platform, mobile lecture platform, simulation

experiment teaching platform, competition platform, and enterprise project bidding platform" with cross school, college, and enterprise resources. The innovation of practical ability cultivation mode is implemented through the matching training of teaching staff and innovative teaching management mechanism.

4.1 Dual-Terminal Demand Research to Analyze the Market Demand for MBA Talent Training and Students' Career Development Needs

Analyze the demand of related industries and the current situation of MBA talent cultivation in universities.

We conduct comprehensive research on the big data mining of manufacturing, retailing, service, and tourism industries to gain a nuanced understanding of their development trends, strategic development directions, demand for business management talents, and the scale of demand. We also conduct research on institutions with similar cultivation orientations to gain insight into the current state of business administration specialties, their development direction, talent cultivation, and experience in the construction of new specialties. This will enable the establishment of a system of indicators for the competence of industry-demanded talents.

Explore "career-oriented" knowledge structure and competency requirements for MBA students.

The research and analysis of the demand of the business industry was conducted based on the following sources: the experience of training business graduate students of other universities, the characteristics of the local industry, and the demand field of "career-oriented" business management talents. The analysis of the sources led to the clarification of the knowledge structure and ability quality requirements for scientific research and practical service in this field. Subsequently, an intelligent and accurate evaluation can be conducted in real time. This enables the existing knowledge structure and ability of students to be assessed in an intelligent and precise manner, with the training objectives being accurately positioned and planned. Furthermore, an intelligent and dynamic assessment index system of MBA academic ability that is "personalized to the needs of career development" can be formed.

4.2 Constructing a Gradual and Progressive MBA Practical Ability Cultivation Course System Supported by "Meta-Universe Technology"

Based on the characteristics of "virtual reproduction, virtual-reality linkage, virtual simulation, virtual-reality fusion" of the educational meta-universe, we have created a gradient progressive course cultivation system for MBA's practical ability: from basic knowledge gamification training → 3D simulation experiments → national local competition → enterprise project bidding. ① Breaking the confinement of physical time and space, reproducing teaching scenes; ② integrating real operation scenes, optimizing teaching resources and reconstructing the teacher structure by breaking through organizational boundaries. ③ break through the organizational boundaries, optimization of teaching resources and reconstruction of the faculty structure.

4.3 Constructing a System of Six Collaborative Network Platforms Based on “Meta-Universe Technology” to Support Cross-Institutions, Schools and Enterprises

We proposed to build six network collaboration platforms. ① Fully intelligent teaching resources based on the metaverse: the platform breaks through the boundaries of teaching resource organization, creating cross-college, school and enterprise teaching resources, which make up for the limited resources of our institutions, especially case resources and teaching content. ② Simulation training of knowledge modules based on the metaverse: The platform breaks away from traditional teacher lectures, and adopts interactive game promotion mode and point reward learning mode. ③ Mobile lecture hall platform based on metaverse: The platform breaks through organizational boundaries, creating three mobile lectures: our school famous teacher lecture hall, famous school famous teacher lecture hall, and famous entrepreneur lecture hall. ④ A simulation experiment teaching platform based on the metaverse: The platform breaks through the two-dimensional, flat, and non-immersive nature of traditional online experiment teaching, and creates a realistic experiment teaching scenario with three-dimensional modeling, real-time interaction, and high immersion. ⑤ A metaverse-based competition platform: The platform creates a national or regional competition platform where the college can exchange competition experience and improve competitive ability. ⑥ Enterprise project bidding platform based on metaverse: the platform creates a link platform for school enterprise cooperation, establishes an enterprise project crowdsourcing platform, and publishes enterprise tasks to MBA students in the form of bidding, ultimately achieving the real improvement and testing of MBA practical ability.

4.4 Establishment of a Dual-Terminal Demand-Pull Matching Teacher Capacity Development and Management Mechanism

We condense "market demand and personalized career demand-oriented" concept of business management personnel training posits to determine and position the MBA practical ability index system in an intelligent and accurate manner. Subsequently, a dual-terminal demand-driven supporting mechanism for teacher training and management has been established, comprising the following elements: ① teacher ability assessment mechanism. ② matching training mechanism for the teacher team. ③ teacher incentive and supervision mechanism. ④ communication mechanism between the institution, school, and enterprise. ⑤ teaching supporting management mechanism.

5 Conclusions

This paper puts forward the main two innovations in response to the drawbacks that existed in the previous MBA in terms of the practical ability of the talent training model.

① Innovation of teaching mode. This article proposes a comprehensive, professional, and career-oriented approach to MBA management talent cultivation. It aims to address

the bottleneck problems currently facing MBA enterprise management talent cultivation in terms of training objectives, curriculum system, teaching methods, and collaborative mechanisms. These are seen as the starting point for teaching reform. A gradient progressive practical ability cultivation model is constructed, supported by metaverse digital technology, with "market demand as the navigation mark, career development personality needs, and practical abilities as the focus." This model is based on a diverse collaborative network platform. ② Innovation of Implementation Mechanism: This article proposes an intelligent and accurate measurement of MBA practical ability index system, based on the concept of "market demand and personalized career demand oriented" business management talent cultivation. The system is designed to determine a dual terminal demand-driven teacher training and management supporting mechanism.

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