

Innovative research on developing transferable skills of business students in the context of industry-education integration

Ming Sun*

Zhaoqing University, Zhaoqing City, Guangdong Province, China

Abstract. A substantial body of international scholarship asserts that transferable competencies enable individuals to adapt to and thrive within diverse professional contexts. Driven by their own imperatives for sustainable development, enterprises have imposed new expectations on business graduates-particularly in the domains of digital fluency, integrative thinking, and ethical judgment. This raises a critical question: To what extent does contemporary business education in higher education institutions meet the evolving competency demands of the digital economy, and where do significant gaps remain? Drawing on the Delphi method, this study conducted three iterative rounds of consultation with 50 experts from industry, universities, and consulting organizations. The aim was to systematically identify misalignments between the transferable competencies required by employers and those cultivated within undergraduate business programs. The results reveal that enterprises place the highest value on competencies such as data-driven decision-making, proactiveness and accountability, business acumen, and entrepreneurial and innovative orientation. Nevertheless, notable deficiencies persist in university curricula, including limitations in theoretical and practical instruction, insufficient integration of workplace-relevant content into courses, and the lack of dynamic and authentic assessment mechanisms to evaluate these competencies. To address these gaps, this study proposes an innovative competency-development framework that emphasizes scenario-based experiential learning, university-industry co-development of capabilities, digital empowerment, psychological resilience training, and continuous monitoring and feedback. Corresponding strategies include establishing business simulation centers, embedding enterprise projects within academic courses, implementing dual-mentor systems, and developing digital training platforms. Overall, this research contributes to the literature on transferable competencies and industry-education integration by offering a theoretically informed and practice-oriented framework for strengthening business education in the digital era. It also provides actionable pathways for higher education institutions seeking to enhance the alignment between educational provision and labor-market needs, thereby improving business graduates' employability and competitiveness.

* Corresponding author: sunming@zqu.edu.cn

1 Introduction

Due to the slowdown in macroeconomic growth and industrial restructuring in recent years, the employment prospects of college graduates have become more susceptible to factors such as economic fluctuations, industrial transformation, and skill mismatches. Against the backdrop of economic globalization and digital transformation, enterprises increasingly emphasize the competencies required of business professionals. While mastery of specialized knowledge remains important, greater emphasis is placed on transferable skills such as interdisciplinary integration, data-driven decision-making, cross-cultural collaboration, negotiation and conflict resolution, and entrepreneurial innovation. However, traditional undergraduate business education still prioritizes knowledge transmission in its curriculum design and training models, leaving students lacking the comprehensive application skills required in real-world business environments. This results in low satisfaction among enterprises with business graduates from universities.

The new era breeds new opportunities. As the nation vigorously promotes the digital economy and sustainable development, the integration of digital technology with physical enterprises has driven industrial transformation and upgrading[1]. This convergence enhances resource allocation efficiency, reduces market information asymmetry, and improves recruitment and job-seeking efficiency, creating new opportunities for undergraduate employment. As China vigorously promotes "industry-education integration and university-enterprise collaboration," encouraging higher education institutions to incorporate industry demands throughout the entire talent cultivation process not only enhances the practicality and applicability of university education, but also provides a pathway to bridge the gap between academic learning and real-world application for business students. Globally, a notable trend has emerged in countries with advanced higher education systems: an increasing emphasis on developing transferable skills among doctoral students, serving as a direct response to the growing diversity of career paths for undergraduates.

Against this backdrop, exploring how to innovate the development model of transferable skills for business students through industry-education integration has significant practical significance and theoretical value. On the one hand, combining the development of transferable skills with the theory of industry-education integration enriches the theoretical system of business education and talent development research. On the other hand, through the innovation of the industry-education integration mechanism, we can explore the organic combination of practical orientation and theoretical education, promote the better alignment of business education in higher education institutions with industrial demands, and enhance the employment competitiveness and career development potential of graduates.

2 Review of Domestic and International Research

Transferable skills, also known as generic skills or soft skills, were first proposed by American educational scholar Bernstein. Transferable skills refer to competencies that transcend specific disciplines or work contexts and are applicable across diverse professions and environments[2], emphasizing their universal applicability and transferability across disciplines and job roles. As professional environments grow increasingly complex, the scope of transferable skills has expanded to encompass multiple dimensions including cognition, technology, social emotion, and ethics (Yang Yun & Jin Biyun[3], 2025). Scholars in China and abroad generally agree that transferable skills enable individuals to adapt and thrive in diverse professional settings[4].

Enterprise needs are the orientation for the development of transferable capabilities. Currently, enterprise needs for business students show three major trends, namely, "digitalization, integration, and ethics". Firstly, enterprises generally require business students to master the application of data-driven decision-making and digital tools (such as financial data analysis and AI marketing), and be able to combine technical capabilities with business logic[5]. Secondly, in the context of globalization and the normalization of remote working, enterprises require business students to possess cross-scenario collaboration skills such as cross-cultural team management, negotiation, and conflict resolution[6]. Lastly, enterprises require business students to possess sustainable development qualities such as business ethics, social responsibility awareness, as well as resilience and adaptability to environmental changes[7].

Although universities have gradually enhanced their awareness of developing transferable skills, there is still a significant gap between supply and demand. Yang Yun and Jin Biyun (2025) found that over 60% of business graduates lack the ability to solve complex problems. The training model of higher education institutions lags significantly behind the pace of industry changes, mainly manifested in four aspects. Firstly, most higher education institutions aim to make up for students' ability deficiencies and passively adapt to enterprise needs, resulting in fragmented training content and neglecting the intrinsic needs of students for lifelong development and self-actualization, thus weakening the sustainability of training[8]. Secondly, the transferable skills training in higher education institutions is restricted by factors such as the ability of teaching staff and the imperfect mechanism of school-enterprise cooperation, and is disconnected from professional education, making it difficult to internalize the skills. Thirdly, the evaluation mechanism lacks dynamic tracking of the process of skills transfer and cannot truly reflect the growth of students' skills through multi-source evaluation (teachers, peers, employers, etc.) and performance-based tasks, resulting in a gap between students' performance in actual business scenarios and the training results of higher education institutions[9]. Lastly, there is a prominent problem of the superficial industry-education integration. School-enterprise cooperation is often influenced by organizational differences and short-term orientations, resulting in cooperation mostly remaining at the "surface" level such as internships and project undertaking[10].

Although the research on transferable skills by scholars at home and abroad has been continuously deepened, there are still several deficiencies. Firstly, the research objects are mostly concentrated on postgraduates, and the research on the development of undergraduate students, especially business students, is relatively weak, making it difficult to meet the demand for large-scale talent development. Secondly, the research perspective is overly focused on the curriculum reform of higher education institutions, while the voices of enterprise and industry needs are insufficient, resulting in a disconnection between industry and education. Thirdly, in terms of the training model, most of the existing achievements remain at the level of cases or experiences, lacking a systematic framework. Lastly, research on evaluation mechanisms lags behind, mainly relying on static examinations or questionnaires, lacking dynamic tracking and comprehensive evaluation by multiple entities. Based on this, this paper introduces the Delphi method, integrating multiple rounds of opinions from university teachers, enterprise managers, and educational researchers. This not only reveals the gaps and differences in the development of transferable skills among business college students but also promotes the convergence of expert consensus, thereby providing theoretical support and practical paths for the innovation of training models against the backdrop of industry-education integration.

3 Analysis of Business Students' Transferable Skills Using the Delphi Method

The Delphi Method is a structured, multi-round expert consultation approach designed to gradually build group consensus through anonymous feedback and iterative discussions. It integrates diverse expert knowledge while minimizing individual bias, making it suitable for fields with limited data or high uncertainty—such as forecasting future trends in emerging professions. This study employs the Delphi method to conduct research, aiming to address the following questions: What transferable skills do enterprises value most in business graduates? How effective are higher education institutions in their current educational outcomes? Where exactly does the gap between the two lie? A clear description of these issues is a prerequisite for advancing supply-side reform in business education.

3.1 Research Design

A total of 50 experts were invited to participate in the Delphi survey, including 10 corporate executives, 10 corporate human resource directors, 10 key teachers in business, 10 experts in business education research, and 10 management consulting experts, to ensure the authority and representativeness of the sample.

The study went through three rounds of questionnaires: The first round was an open interview to collect skill items; The second round closed-end rating questionnaire evaluated the importance (1-5 points) and the training effectiveness of higher education institutions (1-5 points) of the 15 core skills summarized. In the third round of feedback consensus questionnaires, experts gave the final scores based on the opinions of the group.

3.2 First Round of Open Interview

Face-to-face interviews are conducted with 50 experts and a core question is raised: In your opinion, what transferable skills should a business graduate with a Bachelor's Degree and competent for a junior management position and having development potential possess (List at least 8-10 skills)? Based on the expert's response, further questions are raised: What do you consider to be the primary challenges or shortcomings in higher education institutions when it comes to developing these transferable skills (List 3-5 challenges)?

Based on the summary and analysis of the interview content, experts from the business community, higher education institutions and research institutions generally believe that the skills required for an outstanding business graduate with development potential have far exceeded the traditional scope of professional knowledge (Table 1).

First of all, experts have outlined a clear "T-shaped" skill structure on the enterprise need side. The horizontal aspect represents a broad business literacy and cognitive foundation, including a profound understanding of business models and market operations (i.e., "business acumen"), as well as advanced cognitive abilities such as data-driven decision-making and critical and systematic thinking. The vertical aspect represents profound interpersonal interaction and self-management skills, which are particularly reflected in professional communication in complex situations, cross-team collaboration and influence, negotiation and conflict management skill. It is particularly worth noting that enterprise experts (executives and HR) have repeatedly emphasized the high regard for intrinsic traits such as initiative, sense of responsibility, resilience, and quick learner skill, believing that these are the underlying driving forces for employees to continuously create value in the rapidly changing business environment.

Secondly, regarding the current status quo of education, experts unanimously point out that the effectiveness of higher education institutions falls far short of expectations. They

believe the core issue lies in three disconnects: the disconnect between curriculum content and dynamic business practices, which leaves students lacking authentic business acumen; the disconnect between teaching methods and the principles of skill development, where excessive theoretical instruction fails to effectively hone practical skills like problem-solving and interpersonal collaboration; and the disconnect between the evaluation system and skill-based learning, where simplex exam-based assessments struggle to evaluate and foster the development of comprehensive qualities such as critical thinking and innovative spirit.

Table 1. Multi-Perspective Summary Table of (First Round) Expert Opinions on Transferable Skills for Business Undergraduates.

| Expert Category | Key Viewpoints (Summary of Representative Responses) | Key Transferable Skills Mentioned |
|---|---|---|
| Corporate Executives | Focus on whether the skills can directly generate commercial value and drive strategic execution. Emphasize understanding of the business, precision in decision-making, and resilience to changes. | <ol style="list-style-type: none"> 1. Business Acumen 2. Data-Driven Decision-Making Skill 3. Resilience/Stress Resistance/Adaptability 4. Cross-Departmental Collaboration and Influence 5. Customer-Oriented Thinking |
| Corporate HR | Focus on whether candidates can quickly integrate into the team, continuously grow, and create value. Emphasize effective communication, work attitude, and fundamental professional qualities. | <ol style="list-style-type: none"> 1. (Structured) Communication and Expression Skills 2. Initiative/Sense of Responsibility 3. Teamwork/Emotional Intelligence 4. Quick Learner Skill 5. Professional Ethics/Integrity |
| Teachers of Business Schools | Focus on teaching outcomes, and emphasize whether students can apply theoretical knowledge to analyze and solve complex problems while adhering to academic standards. | <ol style="list-style-type: none"> 1. Critical Thinking/Complex Problem-solving 2. Professional Report Writing Skill 3. (Foundational) Project Management Skill 4. Information Literacy 5. Ethical Decision-Making Skill |
| Business Education Research Specialists | Focus on the long-term and macro perspective, and emphasize foundational skills and vision that adapt to future societal transformations. | <ol style="list-style-type: none"> 1. Digital Literacy 2. Global Perspective/Cross-Cultural Competence 3. Systems Thinking 4. Innovation and Entrepreneurship 5. Lifelong Learning Skill |
| Human Resources Specialists | Focus on individuals' behavioral effectiveness, interpersonal relationships, and leadership potential within organizations, and emphasize psychological capital and interpersonal skills. | <ol style="list-style-type: none"> 1. Emotional Intelligence/Self-Awareness 2. Coach-style Communication/Feedback Skill 3. Change Adaptability/Leadership 4. Negotiation/Conflict Management Skill 5. Time Management/Prioritization |

Finally, the experts' preliminary recommendations place a strong emphasis on "deep integration" and "empowering through practice." They believe that business education must break down the barriers of the ivory tower. By systematically integrating real-world corporate projects, in-depth case studies, long-term high-quality internships, and corporate

mentorship programs—all part of industry-education integration—academic knowledge can be applied and refined within authentic business contexts. This approach enables the genuine internalization and enhancement of transferable skills.

Table 2. Transferable Skills Evaluation Matrix for Business Graduates.

| Skill Dimension | No. | Core Skills | Skill Description |
|-----------------------------|------------|--|---|
| Cognitive Thinking | 1 1 | Business Acumen | The ability to understand fundamental business principles such as business models, market dynamics, and profitability |
| | 2 2 | Data-Driven Decision-Making Skill | The skill to collect, process, and interpret business data to support decision-making |
| | 3 3 | Critical Thinking | The ability to conduct in-depth analysis of complex business scenarios, evaluate different options, and make sound judgments |
| | 4 4 | Innovation and Entrepreneurship | The ability to proactively identify new opportunities, propose creative solutions, and the willingness to take calculated risks |
| Interpersonal Communication | 5 5 | Professional Communication Skill | The skill to deliver clear, logical, and persuasive oral presentations and written reports |
| | 6 6 | Teamwork Skill | The skill to work effectively within diverse teams to achieve shared goals |
| | 7 7 | Negotiation and Conflict Resolution | The skill to secure favorable outcomes in business negotiations and effectively manage and resolve conflicts both within and outside the team |
| | 8 8 | Leadership and Influence | The ability to motivate and influence others, and lead teams to accomplish tasks |
| Self-management | 9 9 | Initiative and Sense of Responsibility | Self-driven, accountable for outcomes, with the ability and awareness to proactively identify and resolve problems. |
| | 10 10 | Adaptability and Resilience | The ability to adapt quickly to changes and maintain efficiency in the face of pressure and setbacks. |
| | 11 11 | Project Management Skill | The skill to plan, execute, and complete a business project while efficiently managing multiple tasks simultaneously. |
| Digital Literacy | 12 12 | Digital Tool Application | The ability to understand and effectively apply digital tools and technologies to solve business problems |
| | 13 13 | Information Literacy | The ability to efficiently and critically acquire, evaluate, and utilize information |
| Ethical Responsibility | 14 14 | Professional Ethics | Uphold integrity and make ethical judgments and decisions in complex business situations |
| | 15 15 | Social Responsibility Awareness | Understand corporate social responsibility and consider the impact on society and the environment in decision-making |

The first round of survey identified the gap in the transferable skills of current business college students, laying a solid qualitative foundation for the subsequent precise quantitative rating.

3.3 A Delphi questionnaire designed based on the first round of interviews

Based on the expert opinions compiled from the first round of interviews, a transferable skills evaluation matrix for business graduates is constructed, encompassing 5 dimensions and 15 skills (Table 2).

Based on the transferable skills evaluation matrix for business graduates, the "Transferable Skills Evaluation Questionnaire for Business Graduates" was designed. From five dimensions including business thinking and cognition, interpersonal communication and influence, self-management, digital literacy, and ethical responsibility, 15 core skills were quantitatively evaluated from two perspectives, "the importance of enterprise needs" and "the training effectiveness of higher education institutions". The questionnaire evaluation scale was measured using the Likert 5-point scale (1-5 points). In the evaluation of "enterprise need importance", 1 indicates very unimportant and 5 indicates extremely important. In the evaluation of "the training effectiveness of higher education institutions", 1 indicates a serious deficiency and 5 indicates a very effective effect. By calculating the "need-effectiveness difference value", the weak links in the training system can be accurately identified.

3.4 Second and Third Rounds of Questionnaire-based Interviews

In the second round, the "Evaluation Questionnaire on Transferable Skills of Business Graduates" was distributed to 50 experts. The feedback obtained was analyzed. The questionnaire results showed that the evaluation of "importance of enterprise needs" was highly concentrated. The average need importance of the 15 skills was all higher than 4.3 points. "Data-driven Decision-making" (4.95 points) and "Initiative and Sense of Responsibility" (4.91 points) ranked the top two. In the evaluation of "training effectiveness of higher education institutions", except for a few skills such as "Professional Ethics" (3.63 points) and "Information Literacy" (3.52 points) which scored relatively high, the rest of the skill evaluations did not exceed 3.5 points. The evaluation results as a whole reflect significant differences in the opinions of experts from different fields (with standard deviations all exceeding 0.7), especially in skills such as "innovation and entrepreneurship (a standard deviation of 0.94)" and "Leadership and influence (a standard deviation of 0.96)".

After feedback on the evaluation results was provided to the experts, the third round of questionnaire-based surveys were conducted. The final results show that the expert consensus level has significantly improved (the average standard deviation has dropped from 0.92 to 0.58), and among the 15 skills, 11 have reached high consensus (standard deviation <0.6). The skills with significant differences are "Innovation and Entrepreneurship" (0.63) and "Leadership and Influence" (0.71), reflecting that the understanding of these skills has not yet been unified (Table 3).

The results of the third round of questionnaire-based survey show that the score of enterprise needs is significantly higher than that of the training effectiveness of higher education institutions, and the gap is obvious. There are 7 skills that need urgent improvement (with a difference value >1.5), including business acumen, negotiation and conflict resolution, initiative and sense of responsibility, innovation and entrepreneurship, data-driven decision-making, leadership and influence, project management skill, etc.

Table 3. Evaluation Results of Transferable Skills of Business Graduates (N=50).

| Skill | Mean of Importance of Enterprise Needs (Standard Deviation) | Mean of Training Effectiveness of Higher Education Institutions (Standard Deviation) | Difference Value | Consensus Rating |
|--|---|--|------------------|------------------|
| Business Acumen | 4.85 (0.33) 4.85 (0.33) | 2.88 (0.61) 2.88 (0.61) | 1.97 1.97 | High Consensus |
| Negotiation and Conflict Resolution | 4.48 (0.53) 4.48 (0.53) | 2.75 (0.66) 2.75 (0.66) | 1.73 1.73 | Medium Consensus |
| Initiative and Sense of Responsibility | 4.94 (0.26) 4.94 (0.26) | 3.22 (0.50) 3.22 (0.50) | 1.72 1.72 | High Consensus |
| Innovation and Entrepreneurship | 4.60 (0.49) 4.60 (0.49) | 2.90 (0.63) 2.90 (0.63) | 1.7 1.7 | Medium Consensus |
| Data-Driven Decision-Making | 4.92 (0.28) 4.92 (0.28) | 3.24 (0.52) 3.24 (0.52) | 1.68 1.68 | High Consensus |
| Leadership and Influence | 4.35 (0.58) 4.35 (0.58) | 2.68 (0.71) 2.68 (0.71) | 1.67 1.67 | Medium Consensus |
| Project Management Skill | 4.66 (0.47) 4.66 (0.47) | 3.05 (0.62) 3.05 (0.62) | 1.61 1.61 | High Consensus |
| Adaptability and Resilience | 4.88 (0.31) 4.88 (0.31) | 3.44 (0.52) 3.44 (0.52) | 1.44 1.44 | High Consensus |
| Critical Thinking | 4.80 (0.41) 4.80 (0.41) | 3.40 (0.57) 3.40 (0.57) | 1.4 1.4 | High Consensus |
| Teamwork Skill | 4.70 (0.42) 4.70 (0.42) | 3.35 (0.55) 3.35 (0.55) | 1.35 1.35 | High Consensus |
| Digital Tool Application | 4.75 (0.44) 4.75 (0.44) | 3.40 (0.58) 3.40 (0.58) | 1.35 1.35 | High Consensus |
| Professional Communication Skill | 4.82 (0.36) 4.82 (0.36) | 3.56 (0.48) 3.56 (0.48) | 1.26 1.26 | High Consensus |
| Social Responsibility Awareness | 4.72 (0.45) 4.72 (0.45) | 3.50 (0.52) 3.50 (0.52) | 1.22 1.22 | High Consensus |
| Information Literacy | 4.68 (0.51) 4.68 (0.51) | 3.55 (0.54) 3.55 (0.54) | 1.13 1.13 | High Consensus |
| Professional Ethics | 4.78 (0.39) 4.78 (0.39) | 3.65 (0.49) 3.65 (0.49) | 1.13 1.13 | High Consensus |

3.5 Analysis of Questionnaire Results

Based on three rounds of surveys conducted with 50 experts using the Delphi method, the results of the business graduate transferable skills assessment questionnaire reveal deep structural deficiencies within the current business education system. Generally, these issues can be grouped into five core areas, each reflecting the severe challenges posed by supply-demand mismatches.

First of all, practical training is severely disconnected from real-world business scenarios. The survey indicates that the skills with the largest difference values—such as business acumen (1.97) and negotiation and conflict resolution (1.73)—both scored below 3.0 points in terms of training effectiveness. This suggests that students lack opportunities to apply theoretical knowledge in real-world settings. This stems from courses that rely excessively on theoretical lectures and fictional case studies, failing to integrate real-world corporate projects and practical scenarios. As a result, students are unable to develop the ability to solve complex business problems. For instance, negotiation skill training often remains confined to classroom discussions rather than simulation exercises based on real business negotiations, which directly limits graduates' adaptability in the workplace.

Secondly, the industry-education integration remains largely superficial, with insufficient depth of corporate involvement. The effectiveness scores for high need skills such as initiative and responsibility (need score 4.94) and innovation and entrepreneurship (need score 4.60) were only 3.22 and 2.90, respectively. This indicates that school-enterprise collaboration has failed to achieve shared resource development and process integration. Corporate mentorship programs and internship bases often remain at the level of agreements rather than being integrated into curriculum design and teaching implementation, resulting in training content that fails to keep pace with industry developments. Expert feedback indicates that enterprises lack motivation for sustained participation, while universities have failed to establish effective benefit-sharing mechanisms, making it difficult for industry-education integration to reach core training components.

Thirdly, the development of digital literacy lags behind the pace of technological change. High need scores (4.92 and 4.75) for data-driven decision-making (a difference value of 1.68) and digital tool application (a difference value of 1.35), coupled with low effectiveness scores (3.24 and 3.40), highlight the slow pace of educational content updates. Curricula fail to integrate cutting-edge technologies such as AI and big data analytics into business decision-making. The teaching staff lack industry experience in digital practices, and teaching tools lag behind real-world corporate applications (e.g., real-time data platforms and cloud computing). Consequently, students are ill-equipped to fulfill roles in digital transformation initiatives.

Fourthly, the absence of a system for developing psychological resilience and adaptability. The effectiveness score of 3.44 for adaptability and resilience (with a different value of 1.44) is relatively high, but it is still far lower than the need score of 4.88, indicating that students have an insufficient ability to cope with the VUCA environment. This stems from a lack of pressure scenario simulations in course design (such as market fluctuations and crisis management), coupled with mental health support that fails to integrate with skill development. Consequently, students struggle to maintain efficiency and resilience in rapidly changing business environments.

Lastly, the evaluation mechanism is overly simplistic and lacks dynamic feedback. The standard deviation of the training effectiveness of all skills in the questionnaire exceeded 0.5 (for example, the standard deviation of leadership and influence was 0.71), reflecting that the evaluation methods are mainly static examinations and papers, and are unable to capture the development of practical skills. Higher education institutions have failed to establish data-driven continuous monitoring systems, preventing timely adjustments to training strategies and exacerbating the "high input-low output" dilemma.

In summary, these issues collectively point to an imbalance between the supply and demand sides of business education. A systematic solution is urgently needed through deepening industry-education integration, restructuring the curriculum system, strengthening practical teaching, and establishing a dynamic evaluation mechanism.

4 Innovative Countermeasures for the Training Model of Transferable Skills of Business College Students

Based on the five core issues revealed by the research, the following countermeasures are proposed to build a new training model featuring "deep industry-education integration, empowerment by digital technology, and dynamic feedback optimization":

Firstly, addressing the disconnect in practical teaching-establishing a "scenario-based practical teaching system." To address the disconnect between practical training and real-world business scenarios, the focus should be on creating highly simulated business environments. Core measures include: establishing a "Business Simulation Center" that integrates real-time industry databases, requiring students to complete 3-5 real-world corporate case analyses and decision reports each semester; Developing VR/AR negotiation simulation systems to replicate complex scenarios like corporate mergers and supply chain crises, recording student decision-making processes and generating competency assessment profiles; Implementing "Embedded Corporate Project Courses" that center on real-world projects from partner companies (e.g., new product launches, digital transformation initiatives), with students working in teams to complete the entire process from requirements analysis to delivery of results.

Secondly, deepening the industry-education integration mechanism-establishing an "ecosystem for school-enterprise skill co-training". To address the issue of superficial industry-education integration, a deeply collaborative school-enterprise cooperation mechanism should be established. The core measures include: implementing a "dual-mentor system" between schools and enterprises. Enterprise mentors should not only participate in teaching, but also deeply engage in course design, assessment standard setting and outcome certification. Every week, 4 to 6 class hours of field teaching at enterprises should be arranged. An "Industry Competence Certification Alliance" should be established, where enterprises, universities and industry associations jointly formulate transferable skills standards, and directly convert job requirements into credit requirements.

Thirdly, accelerating the transformation of digital teaching-building a "technology-enabled learning factory". To address the issue of lagging digital literacy, efforts should be made to promote the in-depth integration of technological frontiers and teaching. The core measures include building a "Digital Competence Training Platform", connecting to the real-time data interface of enterprises, and enabling students to complete business analysis projects using real data; developing a three-in-one course module of "tools - scenarios - decisions", covering tools such as Python business analysis, Tableau visualization, and RPA process automation, and integrating an AI teaching assistant system to provide personalized learning paths; constructing a virtual model of enterprise operation by adopting the "Digital Twin teaching Method", where students can observe the impact of decisions (such as the influence of market changes on financial indicators) by adjusting parameters as if they were on the spot.

Fourthly, strengthening the cultivation of psychological resilience-designing a "Stress Resistance and Adaptability Training Program". To address the issue of psychological resilience deficiency, it is important to combine the simulation of real stressful environments with psychological support. Core initiatives include: Converting the Risk Management course into a practical training module, enhancing crisis response capabilities through simulations of supply chain disruptions and public relations crises, and introducing high-pressure corporate scenarios such as mock board presentations and timed decision-making challenges; establishing a "Skill-Psychological Synergy Support System" that maps each student's skill development against their psychological state, providing personalized coaching to reduce fear of failure and strengthen resilience under pressure.

Last but not the least, optimizing the evaluation and feedback mechanism—implementing a "dynamic capability monitoring system." To address the issue of a simplex evaluation mechanism, a data-driven continuous improvement cycle should be established. Core measures include: implementing a "Digital Archive for Skill Growth" to record students' performance in various practical projects; adopting a hybrid evaluation model (enterprise mentor evaluation + practical achievements + traditional examination); establishing a graduate tracking mechanism to collect 3 to 5 years of career development data and feeding it back to the training program.

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