

Participation of Business-related Majors in the "National College Business Elite Challenge": A Case Study of Yangtze University

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Abstract The National College Business Elite Challenge is a widely covered and far-reaching subject competition in the field of business education in China, which is of great significance for enhancing college students' innovation and entrepreneurship abilities and deepening the integration of industry and education. In this paper, Yangtze University is taken as the research object. It systematically analyzes the current situation and existing problems of the university's participation in the competition, and proposes optimization strategies. Research shows that Yangtze University has achieved good results in areas such as brand planning, accounting and business management cases. However, there are still shortcomings in terms of balanced disciplinary coverage, systematic competition preparation training, resource integration, and incentive mechanisms. Finally, it proposes countermeasures from the aspects of building a full chain cultivation system, deepening the integration of industry and education, breaking down disciplinary barriers, and improving incentive and guarantee mechanisms, in order to provide reference for competition organization and guidance work in similar universities.

Key words Subject competition; College student; Business-related majors; Integration of industry and education

DOI 10.19547/j.issn2152-3940.2026.01.012

With the continuous deepening of innovation and entrepreneurship education, subject competitions have become an important way to cultivate college students' practical abilities and innovative spirit^[1]. The National College Business Elite Challenge, recognized by the Ministry of Education as a national subject competition, has developed into a comprehensive platform covering multiple fields such as brand planning, international trade, accounting and business management cases. The competition has effectively promoted the integration of industry and education and innovation in talent cultivation through the trinity model of "subject competition + industry - academia cooperation + international exchange"^[2].

As a provincial key university with a wide range of disciplines, Yangtze University's School of Economics and Management actively organizes students to participate in the competition, and certain results has been achieved in recent years. However, several urgent issues are also exposed during the competition. Therefore, Yangtze University is taken as the case in this paper. It deeply analyzes its current situation and shortcomings in competition, and proposes targeted improvement suggestions, aiming to enhance the competition level of the university and provide reference for similar universities.

1 Current situation of Yangtze University's participation in the competition

1.1 Competition scale and track distribution In recent years, the School of Economics and Management at Yangtze University has actively organized students to participate in multiple

tracks. In 2025, the school selected teams to participate in five tracks: brand planning, innovation and entrepreneurship practice in exhibition and convention major, international trade, innovation and entrepreneurship, accounting and business management cases. 41 teams advanced to the national finals and ultimately won 8 first prizes, 24 second prizes, and 9 third prizes at the national level. In 2025, the competition attracted more than 700 universities and over 80 000 teams from across the country, creating intense competition. Yangtze University's ability to stand out from it reflects its solid foundation in business education and student development.

1.2 Event organization mode The school has formed an organizational model of "school coordination, college leadership, association collaboration, and teacher - student co construction". As the leading unit, the School of Economics and Management is responsible for publicity and mobilization, school competition organization, training selection, and national competition selection. The Student Association Marketing Association has undertaken a significant amount of foundational work. In terms of selection mechanism, multiple stages are set up, including knowledge competitions (individual online computer-based exams, teams with scores of 60 or above), school competitions, national preliminary competitions, and national finals, to gradually screen and ensure that participating teams have a certain level of professional competence and cooperation foundation.

1.3 Competition results and impact Participating in the competition not only increases the number of awards received by the school, but also promotes the quality of talent cultivation and teaching reform. Students' teamwork, innovation, entrepreneurship, and practical abilities have been significantly exercised. For example, during the school stage of the Accounting and Business Management Case Competition, the school developed scoring

standards that include four dimensions: content completeness, professional accuracy, innovation feasibility, and logical clarity, which are highly compatible with the national competition evaluation system and provide reference for the reform of course assessment methods.

The competition also promotes industry-university cooperation and collaborative education between schools and enterprises. Taking the Accounting and Business Management Case Competition as an example, participating teams need to use "Midea Group" as a real case to analyze its business situation, identify problems, and propose solutions, so that students can closely integrate theoretical knowledge with enterprise practice and enhance their ability to solve practical problems.

2 Problems encountered during the competition process

2.1 Uneven coverage of disciplines and insufficient interdisciplinary collaboration From the perspective of the professional composition of the participating teams, they mainly focus on traditional business majors such as marketing, business management, and financial management, with low participation from non-business majors. On the one hand, this is due to the fact that competition promotion is mostly limited to the School of Economics and Management, and has not effectively covered other schools. On the other hand, it stems from professional barriers, where students from different majors have their own strengths in knowledge structure, thinking patterns, and skills, and it lacks effective collaborative platforms and mechanisms. For example, brand planning competitions require collaboration from multiple disciplines such as business, art and design, and computer science. The lack of interdisciplinary collaboration limits the innovation and overall quality of the works.

2.2 Lack of systematic training and insufficient guidance during the preparation process The school has accumulated some experience in competition organization and rule interpretation, but still shows weakness in systematic professional training and in-depth guidance. For example, the School of Economics and Management at Wuhan University has formed a diversified guidance model of "guidance from renowned teachers – leading from role models – cross disciplinary collaboration" by holding special guidance lectures and inviting professional teachers and previous award-winning students to share systematically. In contrast, Yangtze University currently relies mainly on participating QQ groups for communication, lacking a regular and systematic training mechanism and deep teacher participation, which hinders the improvement of preparation quality and competition level.

2.3 Insufficient integration of competition resources and lack of long-term incentive mechanisms In terms of internal resources, there is insufficient collaboration between the School of Economics and Management and other colleges, as well as between teachers and student organizations. In terms of external resources, the connection with social forces such as enterprises and

industry associations is relatively limited, making it difficult to fully achieve the goal of "industry and education integration". In terms of resource guarantee, the support of specialized software, data platforms, experimental venues, *etc.* required for the competition is still insufficient. For example, the marketing simulation decision-making track requires the use of a designated simulation platform, and its acquisition and use require the school to invest corresponding funds and technical support, which often becomes a practical difficulty for participating teams.

The incentive mechanism is also imperfect. Many student awards are only linked to bonus points for recommendation for postgraduate studies, resulting in a narrow range of benefits. Teacher guidance is often limited to performance rewards, with low weight in professional title evaluation and employment assessment, making it difficult to form a sustained motivation for participation.

3 Suggestions for optimizing the organization and guidance of the competition

3.1 Building a full-chain competition cultivation system and strengthening process guidance A full-chain competition cultivation mechanism of "popularization – selection – strengthening – review" should be established.

Popularization stage: it should offer competition introduction courses or lectures for lower grade students, introducing the content of the competition, previous works, and the value of the competition, and stimulating students' interest.

Selection stage: it should improve the internal selection mechanism, focus on examining innovative thinking and practical problem-solving abilities, and promote a multidimensional evaluation system to various tracks.

Strengthening stage: it should provide systematic support such as specialized training, simulated defense, software platform training, *etc.* for the promotion team, especially conducting multiple simulation training sessions in marketing simulation decision-making and other tracks.

Review stage: it should organize an experience sharing meeting, invite award-winning teams to systematically summarize their preparation strategies, and form a "legacy mechanism of old leading new".

3.2 Deepening the integration of industry and education, and building a collaborative competition platform between schools and enterprises It should invite enterprise mentors to participate in the competition guidance, integrate real business problems into the competition questions, and have enterprise representatives participate in the evaluation to achieve a win-win situation between schools and enterprises.

Relying on the resources of school – enterprise cooperation in the college, a linkage mechanism of "internship – competition – employment" is established, and competition results are combined with internship opportunities and employment recommendations.

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government formulates fair and clear systems, constructs infrastructure and platforms, and encourages social forces to participate through guiding funds and other means. More importantly, digital technology should be utilized to enhance the collaborative efficiency of rural society. For example, flexible mechanisms such as point rewards can be established to encourage enterprises, villagers, and other parties to contribute data and wisdom to rural construction. The most important thing is to make the digital platform a convenient meeting room and service window for villagers to use, move village affairs disclosure, project decision-making, and opinion collection online, ensure that every villager can participate and supervise conveniently, and transform digital governance from an abstract concept to a daily practice of gathering community consensus and stimulating internal vitality, laying a solid social foundation for the sustainable development of rural areas.

In the process of empowering digital rural construction with new quality productivity, the ultimate focus should be to make changes in subtle and specific things^[8], finding a stage for labor subjects to belong and showcase themselves in rural areas, allowing labor tools to solve farmers' specific problems, allowing farmers to reap returns in industrial transformation, and achieving consensus in governance during the empowerment process. It needs to connect traditional and modern agriculture through digital means, integrating technology and culture. The ultimate goal is not simply to create a glamorous digital technology, but to root digital technology in rural areas and give birth to digital oases

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It should guide students to apply for national vocational competency certificates related to competitions (such as "Entrepreneurship Consultant") to enhance their employment competitiveness^[3].

3.3 Breaking down disciplinary barriers, and promoting interdisciplinary integration It should expand the scope of competition promotion, mobilize students from all majors in the school, and focus on attracting students from related majors such as design, computer science, and data science to participate.

It should establish interdisciplinary competition workshops, regularly organize case studies, creative storms, and other activities to promote communication and cooperation among students from different majors.

It should establish an interdisciplinary mentor group to provide multi angle and cross disciplinary guidance for participating teams.

In campus selection and evaluation, appropriate emphasis should be given to interdisciplinary teams, encouraging interdisciplinary and integrated innovation.

3.4 Improving competition incentives and guarantee mechanisms, and building a healthy development ecosystem Incentive mechanism: it should link competition results with student innovation credits, scholarship evaluation, and promo-

with strong endogenous power.

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tion of excellence; in the evaluation of teacher professional titles and performance assessments, greater recognition should be given to their contributions in competition guidance.

Resource guarantee: it should increase funding investment, equip with competition specific software, simulation training venues, and data resources to meet the preparation needs of various race tracks.

Organizational support: it should establish a competition working group composed of college leaders, teachers, and student representatives to coordinate resources, regularly study and solve problems, and ensure the orderly progress of the preparation work.

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