

Research on the Issue of “Double Tutor System” in Training Financial Top Innovative Talents

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Abstract: This paper introduces the concept of top-notch innovative talents and its development process. Under the background of the promulgation of the top-notch talents training plan in economics, the training level of top financial innovative talents can be effectively improved by establishing the “double-mentoring” tutor selection system, systematic training program, optimizing the training mode of talents, and establishing supporting resources, so as to meet the needs of financial talents training.

Keywords: double tutor system; top innovative talents; cooperative education

The cultivation of top-notch innovative talents has become an important goal and inevitable mission of higher education, from the exploration in practice to the introduction of 1.0 and 2.0 of the Ministry of Education’s “Experimental Plan for Training Top-notch Students in Basic Disciplines”. China’s financial market construction is becoming more and more mature, and the opening of financial market is accelerating. Therefore, the cultivation of top innovative financial talents is the demand of the times. The training mode of “double tutorial system” can stimulate students’ learning interest and innovation potential through cooperation between schools and enterprises, and strengthen the advantages of “double tutorial system” in the training process of full-time master’s degree postgraduates. However, the education chain and the research chain can not be separated. The undergraduate stage should also implement the “double tutorial system” to better serve the training of financial top innovative talents.

1 The Concept of Top Innovative Talents

1.1 A Primary Study of Zhejiang University

Zhu Kezhen, a famous educator and former president of Zhejiang University, said at the opening ceremony of Zhejiang University in 1938: “The goal of university education is not only to train many experts, such as engineers and doctors, but also to cultivate leaders who are loyal and persistent, who can assume great responsibilities, preside over customs and transfer national fortunes.” Professor Chen Jin, Director of the

Center for Technological Innovation Research of Tsinghua University, quoted President Zhu Kezhen as saying that the real top innovators are neither egoists nor learning professional knowledge, but also have a grasp of human civilization, extensive knowledge of Humanities and science, noble moral feelings, critical spirit and ability to think independently.

In the autumn of 1984, Zhejiang University set up a pilot class of teaching reform-mixed classes, in which 5% of excellent engineering students were selected from freshmen, and students of different majors were “mixed” together. According to the guiding ideology of “strengthening the foundation, weakening the specialty” and “high starting point, new content, rapid progress, focusing on the cultivation of ability”, breakthrough training was carried out. In 1999, Zhejiang University set up the “Intensified Class of Innovation and Entrepreneurship Management for Undergraduates”, which was open-ended for the second-year undergraduates of various majors of science, technology, agriculture and medicine in the whole university. The “Intensified Class” was formed, with the cultivation of modern entrepreneurship as the core, focusing on the construction of knowledge structure of operation and management needed for innovation and entrepreneurship, and the cultivation of leadership and organizational ability, and implementing the reform and innovation of teaching methods and contents. In 2000, Zhejiang University established Zhu Kezhen College on the basis of mixed classes and intensive classes of innovation and entrepreneurship management, and extended the model of mixed classes to excellent students of liberal arts, science and engineering. It further strengthened the teaching reform and pioneered the exploration and practice of cultivating top-notch innovative talents.

1.2 Guidance of the Party’s Educational Policy

In 2002, Comrade Jiang Zemin put forward in the report of the 16th National Congress of the Communist Party of China that we should implement the Party’s educational policy in an all-round way, “to bring up hundreds of millions of high-quality workers, tens of millions of specialized talents and a large number of top innovative talents.” The cultivation of top-notch

innovative talents is of great strategic significance for building a strong socialist modernization country and realizing the great rejuvenation of the Chinese nation.

In 2002, Chen Xi, Secretary of the Party Committee of Tsinghua University, published an article "Cultivating Top Innovative Talents in accordance with the Party's educational policy" in the Journal "Higher Education in China", and discussed what is top talents. He pointed out that the top talents should be the leaders in their respective professional fields first; they should have strong interest and rich imagination in exploring the unknown world; they should have innovative courage and mode of thinking and a strong sense of innovation; they should have a comprehensive, perfect and rational quality structure and knowledge structure; they should have a broad international perspective and be able to stand at the forefront of science and follow the advanced level of the world; They should have strong sense of international competition; They must have both ability and morality.

Hao Keming, former director of the Research Center for Educational Development of the Ministry of Education, published an article "Creating Top Innovative Talents and Reforming Higher Education" in 2003. The article points out that top-notch innovative talents should refer to: in all fields, especially in the fields of science, technology and management, they have a strong sense of enterprise and social responsibility, innovative spirit and ability, and make great contributions to national development, especially in the world's leading leaders and outstanding talents.

1.3 Implementation of "Top-notch" Program

1.3.1 Experimental Program for Training Top Students in Basic Subjects

In 2005, when Premier Wen Jiabao visited Qian Xuesen, a famous physicist, Mr Qian expressed this feeling: Looking back, there is no academic achievement among the students trained for so many years, which can be compared with the masters trained during the period of the Republic of China. Qian Xuesen believes that "nowadays, China has not fully developed. One important reason is that no university can run a school according to the mode of cultivating talents for scientific and technological inventions and creations. It has no unique innovations of its own, and it always fails to produce outstanding talents."

The "Everest Plan" for the "Training of Top Students in Basic Disciplines" is a talent training plan launched by the state in response to "Qian Xuesen's question", aiming at training Chinese academic masters. The plan was launched in 2009 by the Ministry of Education and the Ministry of Finance. Educational departments have made preparations for the training of top innovative talents in basic disciplines. Five disciplines of mathematics, science, chemistry, information and biology from 20 Chinese universities have been selected in 11 domestic universities (Peking University, Tsinghua University, China University of Science and Technology, Zhejiang University, Shanghai Jiaotong University, Xi'an Jiaotong University, Jilin University, Shandong University, Nankai

University, Fudan University, Harbin Industrial University, Nanjing University and Sichuan University) to carry out pilot projects, in order to make breakthroughs in the training of innovative talents.

1.3.2 Training Plan for Top Talents in Basic Liberal Arts

On October 21, 2018, the Ministry of Education issued "Opinions on Accelerating the Construction of High-level Undergraduate Education and Improving the Ability of Personnel Training in an All-round Way" and other documents. It decided to implement the "Six Excellence and One Top-notch" plan 2.0. The Ministry of Education and other six departments have issued opinions on the implementation of the training plan 2.0 for top students in basic disciplines. After five years of efforts, we should build a number of national youth talent training bases, improve the selection and training mode of top-notch talents, improve the training mechanism, highlight the exemplary role of the training plan for top-notch students in basic disciplines, initially form a training system of top-notch talents in basic disciplines with Chinese characteristics and world level, and come to the fore with a group of outstanding talents who have courageously climbed the peak of science and promoted the development of science and culture. It is suggested that we should follow the law of the growth of top innovative talents in basic disciplines and establish a new mechanism for top talents to stand out. On the basis of the effective mode of "one system and three modernization" (tutorial system, small class system, individualization and internationalization) explored in the early stage of the experimental plan for training top students in basic disciplines, we should further expand the scope, increase the quantity, improve the quality and innovate the mode, in order to form the Chinese standard, Chinese model and Chinese scheme of top-notch personnel training. Based on mathematics, physics, chemistry, bioscience and computer science, the top talent training plan for basic disciplines 2.0 will increase astronomy, geographical science, atmospheric science, marine science, geophysics, geology, psychology, basic medicine, philosophy, economics, Chinese language and literature, and history.

2 Needs for Training Top Financial Innovative Talents

Economics is also included in the training plan for top-notch talents in basic disciplines 2.0. It can be seen that economics also needs to train top-notch innovative talents with scientific and technological capabilities, innovative thinking and good psychological quality. As far as finance is concerned, the cultivation of financial top innovative talents is the core driving force and important support for the development of the financial field. As early as in 2011, "One Bank and Three Commissions" issued a long-term plan for the development of financial talents (2010-2020). The strategic goal of the development of financial talents mentioned in the plan is to train and bring up a team of talents with sufficient quantity, reasonable structure,

excellent quality, vigor and international competitiveness by 2020, so as to lay a talent foundation for strengthening China's financial strength and competitiveness and safeguarding national financial security. According to the planning requirements, financial practitioners need to reach 5.15 million people in 2020 in order to basically meet the needs of the development of the financial industry. Only when the proportion of high-level talents in the total number of financial practitioners reaches more than 16% in 2020 can we basically establish the core competitive advantage of our financial talents. Specifically speaking, the banking industry has laid out the "128" talent project, aiming at training and reserving banking leaders to meet the needs of banking development. Each year, a number of business backbones are selected to enter the leading reserve talent pool. By 2020, 1000 banking leaders will be formed, which will be used to enrich the leading bodies of financial institutions; 2000 high-end banking talents will be formed to enrich the financial institutions headquarters departments, first-level branch leadership and high-end professional posts; 80,000 backbone banking talents will be formed to enrich the financial institutions below the middle-level management posts and professional posts. By 2020, the securities and futures industry will have 20 internationally renowned industry experts, 200 well-known industry experts in China, 2,000 outstanding senior professional and technical personnel, and 20,000 skilled and outstanding business operation personnel. By 2020, the insurance industry will elect the "ten thousand plan" of 10,000 insurance marketing elite.

From the introduction of the concept of top innovative talents in China to the practice of colleges and universities, there are two meanings behind the talent training model: one is to help individual growth, the other is to train the pillars of social construction. Under the new development background, China's higher education is facing transformation. Talents training should not only focus on quantity, but also put quality in a prominent position. Therefore, the training of students majoring in finance should also pay more attention to "quality" in order to achieve the goal of economic development, enhance the international status of China's financial market, promote the healthy and efficient development of financial market, and improve the ability to resist systemic risks.

3 The Countermeasure of "Double Teachers System" to Train Financial Top Innovative Talents

The meaning of "double tutor system" is to set up a team of professional tutors outside the university. The professional tutors and school teachers cooperate with each other and use their professional skills and experience to assist college students in theoretical learning and career growth. That is to say, the "double tutor system" model of "school academic tutor + off-campus professional tutor" completes the two-way training and counseling of theoretical + practical, knowledge + skills for college students and campus + workplace, which can effectively improve the

professional level and employment and entrepreneurship ability of college students.

3.1 Standardizing the Mechanism of Selecting and Appointing Tutors Under the "Double Tutor System"

Out-of-school vocational tutors should be selected from the backbone of the practical units with high professional quality, rich professional knowledge, strong working ability and good professional ethics (generally with intermediate or higher titles). Considering that some financial institutions require managers not to be allowed to take part-time jobs in accordance with the rules and regulations of the institutions, they can consider giving full play to the resources of alumni, selecting alumni who graduated in recent years, combining their own experience in the process of career selection and employment, and counseling college students after work. A bridge should be built between college students and business backbone of practical units and senior managers.

Off-campus career tutors should cover most types of employment institutions for students majoring in finance, so that students can receive more comprehensive career guidance and professional literacy training, and better choose employment direction based on interests and potential abilities. Schools sign agreements with out-of-school tutors and their units to stipulate their respective rights and obligations in order to ensure the smooth progress of out-of-school tutors' guidance.

3.2 Forming a Systematic Training Scheme of "Double Tutor System"

At the beginning of freshman's entrance, they will be equipped with in-school academic tutors to implement the system of academic tutors, and to track and guide the students' learning direction and state. In the sophomore year, off-campus career tutors should be equipped to assist in-school theoretical teaching to assist students in career planning and gradually improve students' professional quality. Generally, no more than 10 students are brought by a tutor in each school. In principle, the tutor guides the students once a week, with individual guidance as the main method. Besides, the time and manner of guidance are agreed upon by the tutor and the students through consultation.

Considering the actual work of off-campus tutors and the teaching arrangements in schools, off-campus tutors generally give priority to collective guidance. According to the sequence of business etiquette training + cognitive practice + social investigation + professional practice + graduation practice, they assist in the training of the main courses and basic theoretical knowledge in schools, and progressively guide students to understand the contents such as workplace etiquette, organization type, working environment, post setting and post responsibilities. Combining with the teaching content, the form of guidance takes many forms, such as centralized teaching, visiting, internship and thesis guidance. There is a relatively fixed cooperative relationship between academic tutors and off-campus professional tutors, that

is, one on-campus tutor and one or more off-campus tutors instruct the same group of students. In addition to completing their own teaching work, school academic tutors should also maintain contact and communication with outside professional tutors.

3.3 Optimizing the Training Mode of “Double-tutor System” Talents

The training mode of “double tutor system” focuses on tapping and training top-notch innovative talents. Experience shows that first-class top talents are not taught mainly in the classroom. The key is to provide sufficient development space and very good environment for these people to stand out, making it easier for first-class talents to “emerge”. A talented person’s interest is far more important than his achievement. Top-notch innovative talents do not blindly overlap the amount of students’ learning, but should weaken the restriction of existing theories on students’ thinking and cultivate students’ ability to think independently on the basis of “appropriate amount”.

In the sophomore year, off-campus vocational tutors can join in the training of students. They can guide students to pay attention to the frontier trend of industry development, and stimulate students to think deeply about theory teaching by combining their practical work experience with the concentrated teaching content. After the centralized teaching, for students’ confusion or experience, off-campus career tutors communicate one-to-one with students through online or offline ways, and further answer questions and counseling. This kind of interaction is very important, which can make clear the direction of students’ efforts, stimulate their interest in learning and form innovative thinking.

According to the progress of curricula offered in schools, the off-campus vocational instructors guide students to take vocational qualification examinations in time, understand professional ethics and improve their vocational skills in combination with the business processes, post settings and professional skills needs of the institution, and in accordance with the laws of talent growth and career development. By further strengthening the basic theoretical knowledge system in school through supplementing vocational qualification examination, students can make clear their learning objectives and form a complete knowledge system, thus laying a solid theoretical foundation and research direction for innovation and entrepreneurship.

Therefore, students will have more opportunities to have face-to-face discussions with outside professional tutors and receive face-to-face guidance. The experience and wisdom of outside professional tutors in their career, their professional accomplishment, their enthusiasm for work and their ideological methods will have a profound impact on teaching students. The school uses the winter and summer vacation to carry out on-the-job internship in financial institutions, and centralizes and unifies the arrangement of professional internship and graduation internship in the Fourth academic year.

3.4 Establishing Supporting Resources of “Double Tutor System”

3.4.1 *Creating a Financial Talents Training Base with Rich Contents*

The platform of investor education base construction in the securities and futures industry should be made full use of. Besides, it should give full play to the important role of investment and education base in personnel training, in order to develop professional skills training, strengthen professional ethics education and enhance perceptual understanding of professional knowledge. Moreover, it should highlight local characteristics, strengthen cooperation with regional financial institutions such as city commercial banks, village banks, rural mutual funds cooperatives, local asset management companies, consumer finance companies and private banks. It should jointly carry out innovative financial product design or financial system improvement in the light of problems found in the operation of local finance. It also can make full use of the cooperative relationship between commercial banks and new types of commercial banks such as financial leasing companies, investment companies, factoring companies and supply chain financial companies. Moreover, it contacts different business lines of commercial banks from the side of peripheral cooperative business, so as to avoid the restrictions on the internal system of establishing talent training bases directly with large commercial banks or joint-stock commercial banks and restrictions on the business that students can contact in the process of providing internship positions. Therefore, it can provide students with multi-angle and multi-role internship and training opportunities, and get the guidance of professional mentors in various fields.

3.4.2 *Promoting School-Enterprise Cooperation and Sharing of Educational Resources*

The school should actively utilize the platform of educational cooperation and cooperative education project construction of education ministry, in order to build a long-term mechanism of multi-subject cooperative education between schools and industry enterprises. Moreover, it can utilize the software and hardware resources of enterprises, as well as expert and technical team, to jointly develop virtual simulation teaching resources reflecting the frontier of financial discipline development, and to jointly develop practical teaching materials based on enterprise practice. Therefore, it can strengthen the integration of talent training system, improve the practical level of academic teachers in schools, and create an important grasp to train and bring up top financial innovative talents.

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