

Research on Talent Cultivation Model of Higher Vocational School-Enterprise Cooperation Based on Cost-benefit Perspective

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Abstract—School-enterprise cooperation, production-teaching integration is the school-running model followed by vocational education. The characteristic school-enterprise cooperation model has always been the focus of the school, enterprise and government to explore the quality of training, focusing on the sharing of school and enterprise resources, information sharing to meet social needs. The "win-win" model. This paper analyzes the three participants of schools, enterprises and government from the perspective of cost-benefit. Compared with the current mode of training of traditional school-enterprise cooperation talents, this paper explores and constructs a talent-cultivating model of innovative enterprises based on cost-benefit perspective.

Keywords—Cost-benefit; School-enterprise cooperation; Talent training model

I. INTRODUCTION

Higher vocational education is an important part of higher education. It is different from the training target of ordinary higher education. Higher vocational colleges train high-skilled applied talents that are suitable for production, construction, management and service. Therefore, China's higher vocational colleges, the popularization of the talent training mode of work-study integration, school-enterprise cooperation, and post-training practice [1]. In recent years, the state has paid more and more attention to the development of vocational education. In 2005, the State Council promulgated the "Decision on Vigorously Developing Vocational Education", demanding that the training mode of school-enterprise cooperation be vigorously promoted, reforming the traditional talent training model, and strengthening the closeness of schools and enterprises. Contact [2]; in December 2017, the State Council promulgated "Several Opinions on Deepening the Integration of Production and Education", and in 2019 issued "20 Vocational Education", these are the policy guidelines for promoting the rapid, healthy and high-quality development of higher vocational education.

School-enterprise cooperation and integration of production and education are the school-running models followed by vocational education. The school-enterprise cooperation model has always been the focus of training quality that schools, enterprises and governments are committed to. In order to improve the quality of personnel training and the quality of

education and teaching, higher vocational colleges have been constantly exploring effective talent training models [3]. Liu Wei [4] constructed a school-enterprise cooperation talent training model jointly established by universities, industry enterprises and government functional departments from the macro and micro levels. Li Hongping et al. [5] used the School of Pharmacy of Jiangxi Science and Technology Normal University as an example to explore and practice the "order-based" talent training model; Wang Zhongmin et al. [6] explored the "three-element" talent training from the perspective of the integration of production and education. Mode; but there is no fixed talent training model is the best and most appropriate. At present, there are still some problems in various forms of school-enterprise cooperation. Therefore, this paper attempts to explore the training mode of school-enterprise cooperation talents in higher vocational colleges from the perspective of cost-benefit.

II. SCHOOL-ENTERPRISE COOPERATION FROM THE PERSPECTIVE OF COST-BENEFIT

A. Enterprise level

For enterprises, the ultimate goal of the company is to obtain benefits. The company hopes to invest less people, money, and material resources as much as possible. Less manpower is equivalent to reducing the number of employees. Less financial resources are to reduce expenses as much as possible. Reduce total wages, management costs, etc.; less material resources are to minimize the investment in structures, raw materials, equipment, etc. With the development of informationization and automation, the expenditure on automated mechanized equipment can reduce the overall investment of enterprises in the long run.

B. School level

Schools are different from the interests of the company. The school is a public welfare unit, but the ultimate goal of the school is to cultivate high-quality talent. From the perspective of cost-benefit, while the school delivers qualified, high-quality, high-skilled talents to the society, it is of course also desirable to invest as little as possible. It is also the school's pursuit to save the expenses that can be saved under the conditions of matching teachers and basic school conditions. For public schools, saving money also saves the state's fiscal expenditure and saves on education costs. It is different for private schools. Private schools are also pursuing interests themselves.

C. Social and government level

For the society, the direct purpose of education is to cultivate the talents needed by the society. Education investment is one of the government's responsibilities. It includes the expenses of direct and indirect expenditures of society, government and educates. The education investment is not one-off, but long-term. Investing educational benefits are not seen overnight. Education benefits include personal and social benefits, such as personal skills, quality, and income stability. Social benefits are mainly reflected in the improvement of labor productivity, the comprehensive development and application of science and technology, the activation of innovation vitality, the improvement of national quality, the reduction of unemployment rate, the guarantee of social security and stability, and ultimately the promotion of economic development and social progress.

III. SECOND, THE SCHOOL-ENTERPRISE COOPERATION TALENT TRAINING MODE

As a school or a business, from the perspective of cost-benefit, we can create as much income as possible with as little cost as possible. Discuss the innovation of talent training mode in terms of how to reduce costs and increase profits.

A. Current school-enterprise cooperation talent training model

At present, the school-enterprise cooperation talent training model in China is dominated by vocational colleges. It is a talent training model for vocational colleges to develop their own skills and improve the quality of education. Although the training model emphasizes the practice and theory of "skills + academic qualifications" and focuses on cultivating students' practical ability, in fact, most of the students who cooperate with schools and enterprises still focus on school learning.

At present, there are three types of school-enterprise cooperation modes[2], which are (1) "core-type" cooperative school-running mode of school-run enterprises or enterprises-run schools; (2) "tight type" in which schools and enterprises jointly establish unified leadership. "Cooperative school-running model; (3) "loose" cooperation mode in which schools and enterprises have demand for certain aspects. And most vocational colleges adopt a "loose" school-enterprise cooperation model. The school is the leader in cooperation. According to the actual situation of the school and its own conditions, regional economy and industry development needs to set up a professional, and then choose the right enterprise to cooperate.

If it is represented by graphics, the current time-to-school cooperation model of vocational colleges in China is roughly as follows:

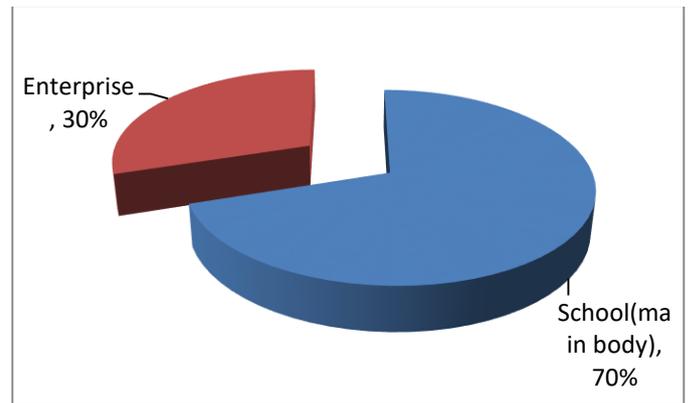


Fig. 1 Time ratio of school-enterprise cooperation mode in vocational colleges in China

B. Innovative talent training mode based on cost-benefit perspective

1) Enterprise-led

From the perspective of long-term development, the development of enterprises should be oriented to refined, high-quality development, to achieve the best in China, the best in the world, and long-term commitment to product quality, cultural accumulation, technology inheritance, and cultivate themselves from their own needs. The person is in need. Based on this, the company can cooperate with the school from the needs of the post, and the enterprise leads the school to jointly develop the talent training plan, jointly develop the curriculum, and integrate the enterprise post standard into the curriculum. Enterprises publish demand positions, select suitable candidates and follow-up studies. Of course, selected students need certain theoretical knowledge to learn. Theoretical knowledge can be negotiated with the school. The school will arrange the corresponding courses on the basis of not affecting the company's job learning. Learning theoretical knowledge can also be arranged in a specialized education and training institution.

The enterprise-led training method must be the skill talents required for the company's position. Through three years of follow-up study + theoretical study, the company has trained the students into professional personnel who are familiar with the position. From the perspective of cost-benefit, the enterprise-led cooperation model for school-enterprise cooperation is not only (1) this eliminates the training cost of re-recruiting graduates from external recruitment; (2) it also eliminates the need for external recruiters to adapt to the enterprise. And the company's understanding of the new recruits; (3) companies are more willing to recruit experienced personnel, there are certainly higher wages from the external recruitment experience. Based on the above points, companies are more willing to choose the people they need to cultivate, rather than recruiting the people they need from the outside.

Of course, enterprises need a certain cost to actively train people, but from the perspective of long-term development, corporate training costs are declining. At first, when the students are not familiar with the job, they need relatively large cost and master guidance. With the increase of the time of study, the trainees can engage in part of the work. This part of

the work is also creating income for the enterprise. The net expenses incurred by the students during the study period are not high. As the time for the trainees increases, the time for follow-up study and master guidance is reduced, while the benefits created by the trainees are increasing, so during the three-year follow-up study, the training cost of the company is declining. It will generally be less than the training costs, brain drain costs and higher wages of new recruits from outside.

Moreover, if enterprises provide training opportunities for local youth and unemployed people, they will have a good influence on local social stability, increase employment rate, and reduce unemployment rate. The recognition of social and public recognition will be carried out, and social influence will not be conscious. Improvement, from the perspective of income, this is the indirect income of the enterprise, and it is irreversible; due to the increase of social public recognition and the improvement of social influence, the government gives certain incentive subsidies or reduces taxes and fees, and can also bring Come to the income.

2) School assistance

As a place to teach theoretical knowledge, schools should assist enterprises in cultivating the public. The first is the time schedule. It is necessary to arrange the teaching time according to the company's time of study. The flexible academic system can be concentrated for a period of time. It can be taught in the days of the week, or it can be taught at night.

As a fixed teacher in the school, the teaching schedule can be no problem, but since the company is the leader in cultivating students, the professional course knowledge about the company's position may ask the company's master to teach, so you need to consider the teachers hired by the company time. According to the time when the company hires teachers, the professional course teaching increases the workload and increases the difficulty of the school management. Therefore, the school can also send its own fixed teachers to the company to train and work to grasp the latest business. Technology and knowledge. In this way, the cost of the school will increase, but because the students spend less time in the school, the amount of teachers required or the workload of the teacher is reduced, the wages paid according to the workload are reduced, and the teacher can have more time to engage in teaching research. Or other part-time teaching work. In other words, schools can be combined to reduce the number of schools, and for the society and the government, it can reduce education expenses.

Secondly, in the provision of venues and facilities, if students spend most of their time studying in enterprises, the school only needs to provide basic school places, and many facilities and equipment can be purchased freely, which can also save education costs.

3) Innovating the training mode of school-enterprise cooperation talents based on the perspective of cost-benefit

Based on the above analysis, exploring the construction of innovative school-enterprise cooperation talent training mode from the perspective of cost-benefit can be: enterprise-led, the enterprise needs to start from its own development needs, and cooperate with relevant schools to cultivate the enterprise-led, school-oriented and assist the "school-enterprise cooperation

talent training model. Contrary to the traditional loose school-enterprise cooperation model, students spend most of their time in the enterprise, 70% of the time in the company, and 30% of the time to participate in theoretical knowledge learning in schools. We can call it "enterprise school". Cooperative talent training model. The training model for innovative enterprises and schools based on the perspective of cost-benefit is as follows:

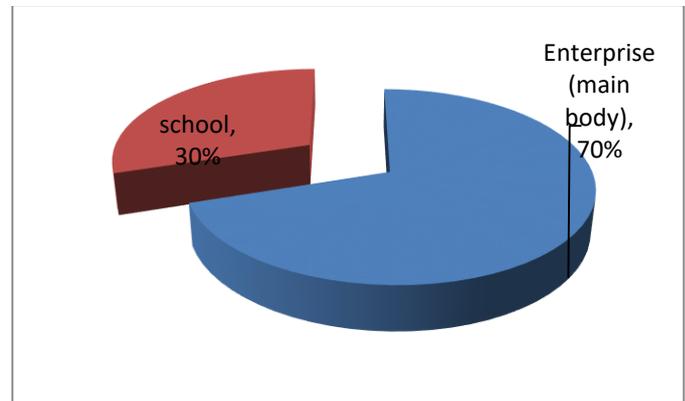


Fig. 2 Innovative enterprise-school cooperation talent training model based on cost-benefit perspective

The enterprise guides cooperation with relevant schools to design talent training programs and jointly develops the courses; the school arranges theoretical teaching tasks according to the enterprise's post time; the government provides teaching venues and monitors the quality of personnel training; the state grants relevant departments the issuance of academic certificates.

Based on the perspective of cost-benefit, the evaluation of the school-enterprise cooperation personnel training is jointly undertaken by the enterprise and the school. The school's grades account for 30%, and the enterprise skill operation scores account for 70%. The weighting constitutes the students' comprehensive evaluation results.

IV. THIRD, THE PROTECTION OF INNOVATIVE ENTERPRISE-SCHOOL COOPERATION TALENT TRAINING MODE BASED ON THE PERSPECTIVE OF COST-BENEFIT

A. Policy aspects

Under the national system of our country, the enterprise-led and school-assisted training of vocational students first needs the government to provide support and guarantee in the policy system, to ensure the legitimacy and standardization of the talent training model. Secondly, it is necessary to change the concept and give the enterprise the leading role. Cultivate the rights of the school, emphasize the responsibility and responsibility of the enterprise, and cultivate skilled personnel suitable for the needs of the company and adapt to the needs of the society; in addition, provide other work and learning channels for students who do not meet the graduation standards; Standard and statutory management that meets graduation requirements.

B. Government financial support

On the basis of ensuring the legitimacy of the cooperation model for enterprises and schools, the government can give a certain tax reduction according to the number of students trained in the enterprise, and increase the incentive for enterprises to participate actively by reducing the cost of enterprises. In addition, because the number of students studying at school is reduced, the number of teachers, the workload of teachers is reduced, or the number of schools is reduced, the economic benefits of the school will be reduced. Therefore, the government can provide financial support to the school, for example, providing school sites and giving Training subsidies, etc.

C. Minimum wage protection

Formulate the minimum wage standard for such graduates trained by enterprises, and ensure that enterprises and schools cooperate to cultivate the wages of talents. After all, for individuals, wages are the guarantee of life. At the current stage of our country, better wages generally represent better status and better wages, and recognized recognition is higher. Therefore, the minimum wage standard for cooperation between enterprises and schools to provide talents provides students with future material security, so that students have the willingness to choose the enterprise training mode to learn; in addition, better wages can generate driving force if vocational education The salary of students is almost the same as that of the students in key universities. There is no such thing as spending a lot of people, money, and material resources for better educational resources. Individual students can also be released from the pressure of learning and choose a school based on their own personal preferences.

D. Social recognition

Based on the national conditions and the Chinese people's "skills on performance", most families are pursuing good and better education. The so-called good and high-quality education is usually measured by achievements. Compared with key higher universities, vocational education has a lower level of position. Students who are trained in vocational colleges naturally have lower-level positions than those of higher-level universities. Therefore, families are willing to go to higher universities and prestigious universities. School teachers and individual students all measure students directly with their grades. Students with poor grades seem to be labeled as "creative and poorly integrated". If through the government's policy guarantees, financial support, and the training of students to raise the minimum wage standard, and extensive publicity, mobilization of enterprises, school participation, strengthen the role of propaganda and demonstration, and vigorously promote its good results, I believe that business schools The cooperative talent training model will be more and more recognized, and students can also play to realize their greater potential and innovation through recognition.

V. CONCLUSION

This paper analyzes schools, enterprises and society from the perspective of cost-benefit, explores and constructs a model of cooperation between enterprises and colleges based on cost-benefit perspective, and analyzes the feasible ways of corporate cooperative talent training mode from the perspective of guarantee.

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