

Analysis of Applied Talents Cultivation Reform of Economics and Management Majors in Universities from the Perspective of School-enterprise Cooperation*

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Abstract—With the popularization of higher education in China, the social and enterprise demand for the practical ability of talents majoring in economics and management is becoming more and more prominent. At present, there are a series of problems in the school-enterprise cooperation of economics and management majors in universities. Those problems include the lack of clear laws and regulations, the low enthusiasm of enterprises to participate in school-enterprise cooperation, the phenomenon of "two skins" in school-enterprise cooperation, and the low level of school-enterprise cooperation. Deep school-enterprise cooperation is the general trend of school-enterprise cooperation in economics and management majors, and it is a coordination mechanism oriented to market demand. Deep school-enterprise cooperation aims to comprehensively improve the comprehensive professional quality and practical skills of college students majoring in economics and management, break the one-way school-enterprise talent transmission system, and promote mutual benefit and win-win situation among enterprises, schools, students and government. This research starts from the aspects of strengthening enterprise investment, sharing resources, co-building courses, scientific evaluation, mutual benefit and win-win situation, and builds a talent cultivation mode for economic and management majors based on in-depth school-enterprise cooperation.

Keywords—school-enterprise cooperation; economics and management majors; talent cultivation; practical skills

I. INTRODUCTION

As the reform enters the deep water area and the critical stage, all kinds of enterprises' requirements for talents have been constantly improved, and their ability requirements have been greatly improved. Economics and management majors are the hot demand of economic and social development and have contributed a lot of talents to China's sustained and rapid development. However, there are also some problems in these majors, such as the emphasis on theory over practice, the low practical ability of students, and

the large gap with the expectations of enterprises. Against the background of the increasingly prominent contradiction between the employment supply and demand of college students majoring in economics and management, the innovation and exploration of school-enterprise cooperation mode become more and more important. School-enterprise cooperation is oriented by the market and social needs. School-enterprise cooperation is oriented by the market and social needs, and makes comprehensive use of the two different educational environments and teaching resources of schools and enterprises. School-enterprise cooperation adopts the way of combining classroom teaching and off-campus enterprise practice organically, which is a talent cultivation mode to cultivate students' comprehensive quality in a planned way. Economics and management majors in application-oriented universities require relatively high experimental and practical skills, which is very suitable for school-enterprise cooperation. Combining the needs of enterprises with those of universities, and vigorously promoting the deep cooperation between colleges and enterprises is an effective way to improve the quality of the cultivation of economics and management majors, and also a key measure to enhance the practical ability of talents.

II. RESEARCH BACKGROUND AND LITERATURE REVIEW

Economics and management major are disciplines closely combined with social reality. Graduates of these majors should have strong practical ability and be familiar with the relevant processes and links of business management. However, the biggest problem in the talent cultivation of economics and management majors in universities is the disconnection between theory and practice. There are huge differences between the quality and objectives of talent cultivation in these majors. In order to remedy this problem, universities have adopted a series of countermeasures, such as increasing training links and inviting enterprises to give lectures on campus. However, such a shallow approach is often superficial and has limited effect on improving the professional quality of graduates majoring in economics and management. It has become an

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urgent problem that how to integrate the resource advantages of the schools and enterprises and cultivate talents of economics and management majors meeting the needs of the society through the deep cooperation between the schools and enterprises.

In recent years, scholars at home and abroad have studied school-enterprise cooperation in the field of economics and management majors from the aspects of the significance, ways and approaches of cooperation. Priem (2012) believed that the importance of university-enterprise cooperation lay in the fact that it could promote scientific and technological innovation, transformation of scientific and technological achievements, economic development, improvement of talent training quality and development of universities. Huanghong (2013) constructed a school-enterprise cooperative organizational framework composed of three sub-systems of management, implementation and collaboration from the perspectives of country, industry, enterprise and school. Hechavarria (2015) summarized the basic modes of school-enterprise cooperation of economics and management majors, including co-construction of industrial park, technology research and development center, double-teacher team, second-level college and student work cooperation. Fawson (2017) proposed that school-enterprise cooperation of economics and management majors needed to establish multiple cooperation motivation mechanisms, including government guarantee mechanism, organization and leadership mechanism, joint investment mechanism, information communication mechanism, talent priority selection mechanism and evaluation and incentive mechanism. Liaoliquin(2018) made a detailed analysis of the history, features, curriculum and teaching of the "dual system" school-enterprise cooperation model. Zhangyongcai (2019) proposed the problems of insufficient depth of school-enterprise cooperation, lack of in-depth integration of enterprise operation mechanism and school running mechanism, and low enthusiasm of enterprises in running schools. Based on the above literatures, it can be seen that there are few special studies on economics and management majors, the analysis of influencing factors of school-enterprise cooperation is not systematic enough, and the research on school-enterprise cooperation mechanism needs to be further expanded.

III. THE VALUE OF SCHOOL-ENTERPRISE COOPERATION IN IMPROVING THE QUALITY OF ECONOMICS AND MANAGEMENT MAJORS

Against the current social and economic background, the deep cooperation between schools and enterprises is an effective way to improve the cultivation quality of economic and management majors and promote the mutual benefit and win-win situation of enterprises, schools, students, governments and other parties.

A. Improving the Practical Ability of College Students

At present, in all kinds of school-enterprise cooperation, the most basic form is to take the enterprise as the school's internship and training base. According to the needs of teaching, universities organize students to visit enterprises or

conduct on-site operations. The effect of hands-on operation in the real professional environment is much better than that in the training room on campus. By practicing in the real professional environment of enterprises, college students not only improve their practical ability, but also improve their professional quality, thus enhancing their comprehensive competitiveness.

B. Promoting the Improvement of Professional Construction Quality

Specialty construction is the key point of teaching reform in application-oriented universities. At present, there is a serious mismatch between the talent cultivation in colleges and universities and the demand for talents in enterprises. The root cause of this phenomenon is the lack of professional construction, including unreasonable curriculum setting, improper selection of teaching materials, teaching content far from the actual operation of enterprises, etc. To solve these problems, it is necessary to carry out school-enterprise cooperation, let enterprises participate in professional construction, and set courses and teaching contents according to the needs of enterprises. Only in this way can it be possible to cultivate application-oriented talents suitable for the needs of enterprises and social recognition.

C. Cultivating Double-qualified Teachers Majoring in Economics and Management

The cultivation of applied talents in economics and management majors requires a group of double-qualified teachers with both theoretical basis and practical ability. To strengthen the construction of double-qualified teaching staff is to meet the needs of the reform and development of economics and management majors in universities in the new era, and is the key to ensure the quality of application-oriented talents. Under the new strategic situation of transformation from the pursuit of scale and quantity to the improvement of connotation, quality and benefit, it has become a realistic task for the economics and management majors to construct a double-qualified teaching team with optimized structure, excellent quality and relative stability. However, most of the teachers majoring in economics and management have no relevant business experience, and they basically teach knowledge from book to book. It is hard to avoid the consequences of copying theories, aging knowledge and disconnection with practical operations. It is conceivable that teachers do not understand practical operation, nor can they teach students with strong practical ability. The school-enterprise cooperation mode is a good way to realize the training of "double-qualified" teachers. Teachers can not only guide the enterprise practice with the theory they have learned, but also make the theory be tested and sublimated in the enterprise practice, so as to achieve the unification of theory and practice.

D. Providing High-quality Talents Who Meet the Needs of Enterprises

With the development of economy and the progress of science and technology, many enterprises have appeared "labor shortage". This does not mean that enterprises cannot

recruit people, but cannot recruit the high-quality professionals needed by enterprises. The mode of school-enterprise cooperation allows enterprises to participate in the cultivation of talents in universities. According to the needs of enterprises, universities cultivate specialized talents. This can not only meet the needs of enterprises, but also improve the competitiveness of enterprises.

IV. PROBLEMS EXISTING IN SCHOOL-ENTERPRISE COOPERATION OF ECONOMICS AND MANAGEMENT MAJORS IN UNIVERSITIES

On the way of improving the cultivation quality of economics and management majors, many universities take the road of school-enterprise cooperation coincidentally, and explore the cooperation mode in line with their own characteristics. However, from a macro point of view, economics and management are young majors, and their school-enterprise cooperation is in the initial stage. In this case, problems such as lack of legal norms, low enthusiasm for participation, unreasonable cooperation mechanism and low level of cooperation also appear frequently.

A. Lack of Clear Laws and Regulations

Since the expansion of higher education at the end of last century, the employment problem of college students has continued to rise. There are many reasons for this problem, but the main contradiction is still focused on the serious derailment of talent cultivation and social needs. In order to solve this contradiction, the government has issued a large number of policies to encourage and support universities to carry out school-enterprise cooperation. However, the reality is that school-enterprise cooperation lacks legal protection at the national level, resulting in unclear rights and obligations in the cooperation between the two parties, and the interests of both parties cannot be effectively guaranteed. The lack of laws and regulations directly affects the enthusiasm and effectiveness of school-enterprise cooperation in economics and management majors.

B. Low Participation Enthusiasm of Enterprise

Profits are the foundation of the existence and development of enterprises, and the pursuit of profits is the internal power of enterprises. Profits come from the market, and the company's attention will be focused on the market so as not to be caught up or even eliminated by competitors. In the long run, enterprise managers tend to place too much emphasis on short-term profits. In this way, enterprises will ignore long-term strategic planning and development, and indirectly ignore the reserve and cultivation of enterprise talents. Due to the limitation of internship time, most of the cooperative enterprises only provide internship places for talent training, and most students are "passing through". Even in the internal fixed post internship, college students are not able to access to the substantive operation of enterprises. In addition, cooperative enterprises are not very active in accepting graduates. Because they think it will affect the daily operation of enterprises, which leads to the poor effect of university graduates' internship in cooperative enterprises. In addition, most local governments in China

have not yet issued policies and documents encouraging enterprises to participate in college talent cultivation. There are few successful cases of enterprises participating in college talent cultivation. This leads to enterprises believing that they have no obligation to participate in the cultivation of talents in universities. Many enterprises believe that even if they invest a lot of resources in school-enterprise cooperation, they will not be able to make substantial profits. They neglect the investment in economy and energy in school-enterprise cooperation, and lack of enthusiasm and participation behavior, resulting in the formalization of school-enterprise cooperation.

C. The Phenomenon of Irrelevance in School-enterprise Cooperation

School-enterprise cooperation is not a matter of leaders sitting down and signing a series of agreements, nor is it a matter of sending a few students to enterprises for internship. Both sides need to jointly explore a set of appropriate and effective school-enterprise cooperation operation mechanism. Enterprises are profit-making institutions centered on the market and have their own operation rules. In contrast, universities are public institutions with semi-public nature and taking talent cultivation as the center. Faced with the ever-changing market environment, enterprises often need to respond quickly. Enterprises adjust their employment needs according to the market changes and hope talents can serve them as soon as possible when the market demand is strong. Whereas, talent cultivation in universities is carried out according to the established talent cultivation scheme, and each semester has specific cultivation tasks, including courses, papers, surveys, and other links. Universities generally do not allow students to work in enterprises as full-time workers. If the contradiction between enterprise operation mechanism and university cultivation mechanism cannot be well coordinated, school-enterprise cooperation will lose its foundation.

D. Low Level of School-enterprise Cooperation

At present, most of the school-enterprise cooperation in China's universities is in the simple level of internship and employment, which belongs to the lower level of cooperation. The cooperation between the university and the enterprise is to a greater extent to meet their current interests. On the one hand, in terms of schools, the purpose of school-enterprise cooperation is to complete teaching tasks and solve problems such as poor practical teaching conditions and insufficient skilled teachers. On the other hand, for enterprises, the purpose of school-enterprise cooperation is to obtain high-quality and cheap labor force and solve the problems of shortage of labor force and high human resource cost in peak season. In this kind of cooperation, enterprises do not need to participate in the talent cultivation process of the school at all, but only provide internship equipment and workplace for the school. As a result, school-enterprise cooperation can only be a low-level short-term behavior.

V. CREATING A CULTIVATION MODE FOR ECONOMICS AND MANAGEMENT MAJORS BASED ON DEEP SCHOOL-ENTERPRISE COOPERATION

Deep cooperation is the general trend of school-enterprise cooperation for economics and management majors, and it is a coordination mechanism oriented to market demand. Under the strategic thinking of sustainable development, the deep school-enterprise cooperation aims to comprehensively improve the comprehensive professional quality and practical skills of the students majoring in economics and management, break the one-way school-enterprise talent transmission system, and promote the mutual benefit and win-win situation of enterprises, schools, students and governments. The mode of deep cooperation between schools and enterprises shares the advantage resources of shared enterprises and schools, and develops a new path for the cultivation of students majoring in economics and management suitable for the needs of various employers. Deep school-enterprise cooperation mode mainly includes practical teaching, student practice, department practice, project participation and other colorful cultivation methods.

A. *Creating a Joint Cultivation System for Sharing Resources Between Universities and Enterprises*

In the talent cultivation plan of economics and management majors, it is necessary to promote the sharing mechanism of resources jointly built by universities and enterprises, and optimize the integration effect of superior resources of universities and enterprises. Enterprises and universities have different natures and operating rules, which also bring their complementarity in software and hardware resources. The effective integration of advantageous resources between enterprises and universities can promote the college students of economics and management majors to make great progress in the combination of theory and practice. Specifically, in terms of human resources, the practical experience of front-line elites in enterprises can make up for the shortcomings of college teachers who are good at theory but not good at practice. In terms of market information, mathematical analysis ability of universities can provide enterprises with more accurate market intelligence. In terms of site resources, the real office scene of enterprises is far better than the simple simulation of campus laboratories. In terms of hardware resources, enterprises, relying on their own production equipment and operation, have solved the problems of poor teaching conditions, lack of practice equipment and practice places in universities. Universities have well-equipped professional laboratories, which can provide experimental places for enterprises to research and develop new products. In terms of the technical resources of both sides, universities engage in scientific research based on the needs of enterprises, making the enterprises become the practical bases for the transformation of scientific research achievements and technological development of universities, and laying a solid foundation for the integration of university-enterprise cooperation in "production, learning, research and application".

B. *Increasing the Input Level of Enterprises in Joint Talent Cultivation*

The success of talent cultivation in school-enterprise cooperation of economics and management majors is inseparable from the deep participation of enterprises from concept to behavior. First of all, economics and management majors are cultivating talents to serve social and economic development. While, enterprises are the backbone of social and economic development, and they have the most say in what kind of talents are in line with the needs of social and economic development. After the establishment of school-enterprise cooperative relationship, universities should consult the cooperative enterprises for their opinions and suggestions on the personnel cultivation objectives, curriculum system, assessment methods and other aspects when formulating the personnel cultivation programs for economics and management majors, so as to promote the cooperation to get a good start. Second, key employees of enterprises should be widely involved in the specific cultivation process of talents majoring in economics and management. In universities, they can act as co-mentors and personally undertake teaching tasks in practical courses, training courses and graduation projects. In enterprises, they can serve as the masters of the interns of economics and management majors, and teach the interns by word and deed in the traditional way of leading the apprentices. Third, enterprises should provide internship places and employment opportunities for cooperatively cultivated students majoring in economics and management. After students have mastered certain theoretical knowledge and practical skills, they can enter enterprises to do post practice. Students improve their practical ability in specific operations, and enterprises should be given priority if they perform well. For enterprises, talents cultivated according to their own strategic thinking are naturally the best to use.

C. *Co-building Practical Skill Courses for Economics and Management Majors*

Practical skill courses are an important link in the cultivation of school-enterprise cooperation talents for economics and management majors. The construction of practical skill courses in school-enterprise cooperation should consider meeting the requirements of enterprises for talents and reflect professionalism and applicability. These courses should also take into account the needs of comprehensive development of college students, pay attention to general education and quality education, and reflect diversity and development. In the context of deep school-enterprise cooperation, the planning, construction, management and operation of practical skills courses should be completed by personnel from both sides. First of all, it is necessary to set up a special planning, construction and management committee of practical skill courses. The committee is especially responsible for the macro planning and management of practical skill courses, which is composed of leaders and professional backbones from both sides. Secondly, at the micro level, the construction and operation of each specific practical course should be led by a person in charge, and people from schools and enterprises should participate in it. Thirdly, it is needed to develop

specific practical teaching projects according to the characteristics of the cooperative enterprises. The development and implementation of this kind of practical teaching project can be carried out by the professional staff of enterprises, or by the university teachers who have taken part-time jobs in enterprises. This is an effective way to improve the practical operation ability of college students.

D. Improving the Scientific and Reasonable Talent Cultivation Evaluation System

After carrying out deep school-enterprise cooperation, the original talent cultivation evaluation system based on theoretical assessment should also be revised accordingly. The evaluation index system should reflect the concept of competency-based assessment, and change to practical skills assessment. It is needed to design the assessment content according to the competence modules involved in professional practical skill courses, and adopt different forms such as written examination, operation and oral examination. It is further needed to combine the process assessment with the result assessment, combine the theoretical knowledge with the practical operation, and combine the standards of universities and enterprises to carry out three-dimensional, multi-dimensional and all-round assessment. The increase of operational assessment is helpful to help students improve their interest in learning, so as to improve their practical ability and form a virtuous circle. Universities and enterprises assess students in a phased process. Universities focus on the assessment of students' professional consciousness, professional quality and general professional theory. The students' graduation thesis is mainly in the form of system design and internal control design, and the graduation defense is assessed by a panel composed of teachers from universities and enterprises. Enterprises focus on the practical ability and innovation ability of college students in accordance with professional standards. Through the double standard of universities and enterprises, it is available to establish a scientific comprehensive evaluation standard.

E. Fostering Win-win and Sustainable Cooperation Mechanisms

School-enterprise cooperation involves enterprises, employees, schools, teachers, students, governments and other stakeholders, and their active participation is the guarantee and cornerstone for the success of school-enterprise cooperation. Deep school-enterprise cooperation should be established on the basis of sufficient investigation of the needs of various stakeholders, and the key points of their needs should be fully explored to build a cooperation mechanism matching responsibilities and rights. As for enterprises, their interests mainly lie in profit acquisition, talent reserve, technology research and development, etc. Therefore, c universities should give full play to their own advantages to meet the needs of enterprises. As for colleges and universities, their interests mainly lie in graduates' competitiveness, teachers' development and disciplines' development, so enterprises should also pay more attention to the interests of universities in cooperation. Comparatively speaking, employees, teachers and college students are

passive and weak in the cooperation, but their interests are also very important. Universities and enterprises should design reasonable incentive and restraint systems to promote their recognition and active participation in school-enterprise cooperation. The government is an indirect stakeholder in school-enterprise cooperation. The good or bad development of enterprises and universities in the jurisdiction is also an indirect reflection of government governance performance.

VI. CONCLUSION

School-enterprise cooperation is the key link of the current reform and development of higher education, and also the breakthrough and key point to solve the problem of talent cultivation of economics and management majors. Economic and management majors are directly related to the development of society and economy, and enterprises' demand for practical ability of graduates of economic and management majors is becoming more and more prominent. Due to the lack of a complete set of school-enterprise cooperation mechanism, universities pay more attention to the accumulation of basic theoretical knowledge, but neglect the training of professional practice of economics and management majors. As a result, the practical abilities of graduates majoring in economics and management cannot meet the employment standards of enterprises. This research actively improves the school-enterprise cooperation mechanism for economic and management majors, deepens the connotation of school-enterprise cooperation, and broadens the scope of school-enterprise cooperation. This research starts from the aspects of strengthening enterprise investment, sharing resources, co-building courses, scientific evaluation, mutual benefit and win-win situation, to build a talent cultivation mode for economic and management majors based on in-depth school-enterprise cooperation.

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