

# Research on the Training Mode of Applied Innovative Entrepreneurial Talents under the Cooperation Mode of School-Enterprise—A Case Study of the School of Logistics and Trade of Xi'an Eurasia University

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## ABSTRACT

Colleges and universities need to keep pace with the times to adjust the talent training model and cultivate applied innovative entrepreneurial talents in the new era. The study is aimed to study how to effectively train innovative entrepreneurial talents in colleges and universities, and explore the cultivation mode of applied innovative entrepreneurial talents under the cooperative mode of university and enterprise based on literature research, field research and case study. This study holds that the core of the cultivation of innovative entrepreneurial talents in colleges and universities is to improve students' innovative entrepreneurial ability. Therefore, colleges and universities need to be based on the model of cooperation between schools and enterprises, to work out talent training programs, strengthen innovative entrepreneurship education and training for students, establish and improve innovative entrepreneurship education system, and build and optimize the ecosystem of innovative entrepreneurship education, to promote the integration of students' knowledge and practice.

**Keywords:** *cooperation between school and enterprise; applied innovative entrepreneurial talents; talent training; talent training model*

## 1. INTRODUCTION

The school-enterprise collaborative talent training model integrates education with the industrial economy and is an effective means of cultivating high-end talents. The school-enterprise collaborative talent training model deeply integrates theory and practice. Its essence is to solve the needs of higher education itself and the real society for talents. The school-enterprise collaborative talent training model can make the students have the professional knowledge, practical ability and comprehensive quality required for employment, and become senior professionals. This model has a great effect on cultivating students' adaptability to positions, and has strong reference significance. At present, there are not many types of research on school-enterprise collaboration that have a universal effect in China. Most of the researches focus on the school-enterprise collaboration model of vocational education, and the research results on the school-enterprise collaboration model of undergraduate colleges and universities are limited. Due to inadequate policy guarantees and insufficient financial support, some local universities and enterprises have only superficially streamlined school-enterprise collaboration. Enterprises operate independently and take profit maximization as the main goal, which is very different from the school's management

philosophy under the current market economy conditions. This is undoubtedly the biggest obstacle to cooperative education between schools and enterprises.

## 2. CONSTRUCTING INNOVATION AND ENTREPRENEURSHIP TALENT TRAINING MODEL OF SCHOOL-ENTERPRISE FOR THE SCHOOL OF LOGISTICS AND TRADE

### 2.1. The Training Goal of School-enterprise Collaboration Talents in the School of Logistics and Trade

The School of Logistics and Trade is a secondary college established by Xi'an Eurasia University. The school serves the development of regional economy and logistics, e-commerce, foreign trade and other industries. It currently has four majors, such as E-commerce, Logistics Management, International Economics and Trade, International Business, and at the same time organizes the Sino-British International Master's Program with Cardiff Metropolitan University jointly. The school is a member of the Electronic Commerce Association, the National

University E-commerce and E-Government Joint Laboratory, and the vice chairman unit of the Shaanxi Logistics and Purchasing Federation Industry Association. The School of Logistics and Trade adheres to the student-centred education philosophy, upholds the quality strategy of internationalization, application-oriented, and new experience, and faces the digital economy and modern supply chain, continue to cultivate high-quality applied innovative talents who have value character and can think and communicate well, have an international perspective and strong practical ability in related industries facing the new situation of the technology development, intelligence and data in the entire society.

## ***2.2. The School-enterprise Collaborative Innovation and Construction of a Teaching System in the School of Logistics and Trade***

The School of Logistics and Trade organically integrates professional basic courses and professional courses to cultivate students' ability to apply theory to practice, and enable students to master the professional knowledge necessary for work, to lay a solid professional foundation for their positions, to adapt to work as soon as possible after graduation. The School of Logistics and Trade has tailored learning courses for students, encouraging students to choose elective courses that can promote their own development on the premise of mastering the basic professional courses, including cross-field and cross-professional courses. Understanding of subjects in different fields can expand students' knowledge, stimulate students' innovative spirit, and improve students' comprehensive ability. The School of Logistics and Trade has added some professional courses according to the needs of the industry relying on the development needs of the industry and on the basis of meeting the needs of social development for talents. These courses are all adjusted according to the development of the industry.

The cooperative enterprises have assisted the School of Logistics and Trade to set up some experimental training courses to improve students' practical level and innovative awareness. The cooperative enterprises have allowed students to directly participate in their existing projects, experience the real practical process, and closely integrate the learned knowledge with practice. The school also considers the research project that students participate in enterprises as a practical course, allowing students to earn credits. In addition, students will also apply the projects they have participated into their graduation thesis writing.

The four majors of International Economics and Trade, Logistics Management, E-commerce and International Business of the School of Logistics and Trade have changed the teaching process by focusing on the reform of the production, education and research talent training model, and set up an academic year practice project, which embeds the real practice projects of the enterprise. Students become proactive problem-solvers, and teachers become guides, coordinators, and service providers, establishing a new

model for students to learn independently in terms of teacher-student behaviour and teacher-student relationship. The project highlights the characteristics of application-oriented positioning and practical learning, and promotes the matching of what students learn with the frontiers of the industry and career development.

The first year of the university is practice-oriented and intervenes in the professional learning field. Students are divided into groups in a teamwork manner to research the status quo of the industry through various channels. The students think, discuss and analyse the research data, write research reports and make PPT, and finally complete the group defense. Professional training is introduced by the enterprise real project, introducing real enterprise projects from the second year of university, and implant enterprise projects into the specific teaching links of talent training programs in the second year of the university. Students' learning scope and practical ability have been greatly expanded and improved. The professional skills will be strengthened from the internship of the enterprise in the third year of university through enterprise project practice. Students have basically mastered the basic knowledge and skills of the major, and can apply the skills learned more flexibly through the first-year professional cognition and the second-year real project operation. In order to further strengthen students' perception of positions, students are arranged to carry out job internships in the enterprise, to personally experience the corporate cultural atmosphere, to understand the vocational skills requirements of the enterprise's positions, and to lay a solid foundation for future employment in the third-year academic year practice project of the university. Four years of talent training, first-year professional development, second-year enterprise implementation, third-year internships, and fourth-year graduation internships have made the children trained by the School of Logistics and Trade no longer be theorists living in the ivory tower but become a real down-to-earth combat master.

## ***2.3. School-Enterprise Collaborative Talent Development Process***

Order-type Training means that universities and cooperative enterprises, participate in the whole process from the formulation of personnel training plans to the implementation of personnel training under the premise of signing employment contracts. Both schools and enterprises jointly formulate a talent training program with strong professional pertinence and high post matching, which is the core of order-type training. The goal of talent training is realized in the process of talent training implementation on this basis.

At present, the School of Logistics and Trade has carried out cooperative order classes. The students who are with strong team cooperation ability and have outstanding professional accomplishment and the outstanding practice ability enter the work state quickly, and are very popular

by the enterprise, many of them with its outstanding work performance, has signed the labor service contract with the enterprise, becomes the official employee of the enterprise and holds the important position. The good employment situation of the order class of the School of Logistics and Trade benefits from the practical talent training mode of cooperation between school and enterprise, which solves the problem of disconnection between the school theory training and the actual demand of the enterprise. The emphasis is on the cultivation of students' practical ability in the training mode of the order class, the training mode has four stages, and each stage has a clear training goal.

The implementation of school-enterprise collaboration and the realization of resource sharing can enrich the talent pool of enterprises and improve the level of enterprise innovation; it is conducive to the creation of a research mechanism for college students' innovation and entrepreneurship education. Enterprises help colleges and universities build professional internship platforms, colleges and universities provide enterprises with talent and technology research and development bases, and the two parties jointly create a comprehensive collaboration platform to achieve a win-win situation. The laboratories are jointly built by the school and the enterprise sharing resources. The enterprise buys equipment and provides operating technology; the school provides experimental teaching conditions and teachers. This kind of resource sharing can improve students' practical ability and employees' working ability, realize complementary resources and save costs. Schools and enterprises can build laboratories at different levels according to the experimental content and the groups they face, and cultivate students' practical ability according to the training stage. Combined with the existing practice platforms inside and outside the school, students can achieve the actual job requirements in a planned, targeted, and staged manner, and successfully achieve their employment goals.

The School of Logistics and Trade cooperated with Alibaba and Xi'an Impression Network Technology Co., Ltd. to jointly establish an Entrepreneurship and Employment Training Base, and together with Xi'an Xiangrong Electronic Technology Co., Ltd., to improve employment competitiveness and entrepreneurial ability of the students, and the expansion of student employment, adopts a real business operation model, and allows students to participate in the job operation process and operation management platform as employees of the enterprise; the college and China Netbank reached a cooperation intention, relying on the resources of both schools and enterprises to establish Shaanxi E-commerce Valley carries out all-round cooperation in e-commerce operations, talent training and other aspects. Schools and enterprises jointly promote the e-commerce transformation of Shaanxi's local industries, industries, and enterprises; the college also invested more than 3 million Yuan to build an information-based and an e-commerce comprehensive laboratory with the logistics and capital flow. After the completion of the laboratory, it has joined the national university e-commerce and e-government joint experiment jointly established by 21 universities including Xi'an Jiaotong University, Zhejiang University

and Xiamen University. The school will be built as an exchange and cooperation platform integrating politics, industry, academia, and research, and undertake functions such as personnel training, resource sharing, joint research, and international cooperation.

### **3. INNOVATION AND ENTREPRENEURSHIP TALENT TRAINING OPERATION MECHANISM OF SCHOOL-ENTERPRISE**

#### ***3.1. To Improve the Guarantee Mechanism***

The government can use its position in the integration of production and education, integrate social resources, and use big data to create and improve an operation platform for integration of production and education. After the production and education integration operation platform is completed, it can be improved from the following three aspects: Firstly, it is necessary to determine the rights and responsibilities of enterprises and universities. The second is to establish a good communication channel between the school and the enterprise. The third is to formulate a management system suitable for the sound operation of the industry-education integration platform, including regular maintenance and update platform.

#### ***3.2. To Strengthen the Restraint Mechanism***

Firstly, it is necessary to strengthen the constraints on both schools and enterprises. On the one hand, corresponding laws and policies can be used to restrict the behaviour and clarify the responsibilities of both schools and enterprises. On the other hand, both schools and enterprises should formulate corresponding systems to clarify relevant regulations. Secondly, it is necessary to strengthen the restraint on students. Students are regulated through school regulations in school, students' behaviour is regulated and regulated through corporate rules and regulations in enterprises, to let students understand the benefits of this talent training model, the real benefit is the students, to let students have the right to propose improvements to the current talent training model, and promote students' initiative to participate in learning through daily teaching.

#### ***3.3. To Establish a Coordination Mechanism***

Firstly, the enterprise must assume the responsibility of establishing a coordination mechanism. The first is to clarify its own position, actively participate in providing information to universities, and give play to its own industry advantages. The second is to formulate a special system for the management of college students' internships within the enterprise, and standardize

internship methods, internship content, and internship arrangements. The third is to assist schools in selecting teaching materials. The fourth is to provide schools with professional talents to teach students.

Secondly, universities should actively integrate into the operation of the coordination mechanism. The first is to do a good job of communication with all parties. Colleges and universities should give full play to their own advantages, communicate with companies, pass information to students, and share government policies with companies. The second is to formulate a reasonable internal operation system. When formulating a talent training plan, the enterprise's needs for talents are combined to ensure the unity of teaching content and corporate information consultation. The third is to establish a school-enterprise cooperation office. The office is dedicated to receiving corporate personnel and handling issues related to school-enterprise cooperation. The fourth is to strengthen the training of teachers. Schools can specifically invite corporate backbones to train teachers.

### ***3.4. To Implement Evaluation and Supervision Mechanism***

The restraint mechanism and the evaluation and supervision mechanism are two inseparable parts. An important step in establishing the restraint mechanism is to establish a good evaluation and supervision mechanism. Firstly, it is important to formulate reasonable evaluation standards. An important criterion when evaluating students is their abilities, including their basic theoretical knowledge, practical ability, and the coordination ability between theory and practice. They can comprehensively evaluate students and the effect of the collaborative innovation talent training model of integration of production and education, and school-enterprise cooperation through the evaluation of students' comprehensive abilities in all aspects. Secondly, it is important to strengthen the supervision of both schools and enterprises. The supervision of both schools and enterprises can include three aspects of supervision: self-regulation and mutual supervision of schools and enterprises, joint supervision of students, and government supervision. The mutual supervision of the school and enterprise can be carried out by including enterprise members in the teaching supervision committee to supervise the work of the school and enterprise. In addition, a teaching information feedback mechanism can be established to provide a platform for students to evaluate and supervise the teaching work of both schools and enterprises. The government can use questionnaire surveys of students as a reference for evaluating school-enterprise cooperation in the process of supervising school-enterprise cooperation.

## **4. CONCLUSION**

All in all, the School of Logistics and Trade of Xi'an Eurasia University adheres to the mission of connecting the world, creating the future with numbers, strengthening cooperation

with external resources, providing students with professional development resources, platforms and services, so that they have an international perspective, systematic thinking and practice innovative ability, to provide excellent talents and intellectual output for the supply chain of the region, provide a challenging platform and a win-win environment for the career development and value added of employees, to establish good partnerships with relevant domestic and foreign institutions to build exchanges platform.

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