A Case Study of Talent Training:
Based on the Cooperation Between University and Enterprise

Xuan Tang[*], Yan Liu, Xinxiong Lian, Weidong Li, Junqi Yao

Guangzhou Institute of Science and Technology
[*]*Corresponding author. Email: tangxuan2013@foxmail.com*

ABSTRACT

Talent training is considered one of the most important in this scenario that is beneficial for enhancing the competitive advantage of students and teaching staff. Good cooperation between universities and enterprises can increase learning and thinking ability to face increasingly severe employment pressure and social demand. This study selected the talent training model from the school of Business Administration of Guangzhou Institute of Science and Technology as the primary sample. This training model is also called "Innovation Class" that is designed to train professional headhunters under the new university-enterprise cooperation policy. We took the contrast method, questionnaire survey, and data analysis to explore a suitable way for private undergraduate universities to build a talent training mode and cultivate classified innovation as well as application.

Keywords: Talent training, University, HRM, University-Enterprise

1. INTRODUCTION

The Ministry of Education, the National Development and Reform Commission, and the Ministry of Finance jointly issued the Guiding Opinions in 2015. The Opinions on Guiding Some Local Academic Undergraduate Universities to Change into Application-oriented, which marked that the transformation of local undergraduate universities has officially entered the policy stage, and the university-enterprise cooperative training mode has been fully promoted. The Opinions of The General Office of the State Council on Deepening the Integration of Industry and Education promulgated in 2017 clearly stated again that the construction of application-oriented universities should be vigorously supported, and the training system of application-oriented talents should be improved. The Outline of the National Medium-term and Long-term Education Reform and Development Plan points out that the talent mechanism jointly trained by universities, enterprises, industries, and academic institutes should be innovated.

Talent training is considered to be one of the most important in this scenario that is beneficial for enhancing the competitive advantage of students and teaching staff. Good cooperation between universities and enterprises can increase learning and thinking ability to face increasingly severe employment pressure and social demand. However, Universities have a traditional teaching training mode that has been coming for a long time in the academic context of students. Teachers are observed to be busy with heavy teaching tasks such as preparing lessons, taking classes, and guiding competitions. Those ways mainly impart introductory experience, while university competition is more conducted in a virtual environment. They are the ways of efficient learning, but they are also challenging to promote the combination of theoretical knowledge and practical knowledge.

From the macro level of national development strategy to the development level of universities themselves, the structural reform of the talent supply side in China is imminent, and the innovation and transformation development of local undergraduate universities in talent training mode undoubtedly provides the impetus for the reform. Therefore, the cooperation between universities and enterprises is a more effective way to cultivate talents, which can help students learn theoretical knowledge and help those trainees to learn how to apply knowledge in natural work scenes.

This study selected the talent training model from the school of Business Administration of Guangzhou Institute of Science and Technology as the primary sample. This training model is also called "Innovation Class" that is designed to train professional headhunters under the new university-enterprise cooperation policy. We took the contrast method, questionnaire survey, and data analysis to explore a suitable way for private undergraduate universities to build a talent training mode and cultivate classified innovation and application.

2. LITERATURE REVIEW

The previous studies (Kan et al., 2018) summarized the impact of the in-depth cooperation between universities and enterprises on the employment of intern students, hoping to provide experience for reference for other universities-enterprises cooperative education institutions [1]. Zeng (2019) analyzed several problems in the current situation, including the lack of information infrastructure construction of professional music production and education integration in colleges and universities under the background of the Internet; low modern information literacy of professional teachers in colleges and universities, and low efficiency of cooperation between colleges and enterprises. Because of this situation, private undergraduate universities need to cater to the needs of the society and strengthen the combination of theory and practice to help students better integrate into the society. To explore the perspective of professional education reform, learning, university-enterprise cooperation mode, and social development, the seamless connection between talent training and social needs, thus promoting the development of social economy (Rui, 2020)[2]. The number and scale of laboratory construction have increased, and the laboratory construction has taken the industry as the background, carried out school-enterprise joint establishment of industry-education integration laboratory, carried out scientific research activities and technological innovation, and adhered to the educational principle of "combining research with teaching" to carry out experimental activities. The subject of a talent training scheme of "3 + 2" secondary and higher vocational colleges for automobile inspection and maintenance majors is suitable for the effect of the vocational education industry cluster in the province to make vocational education bigger and stronger.

These studies have laid a foundation for cultivating talents in universities and enterprises, but these achievements have not responded to the problems of application-oriented talent cultivation in private universities. Most university-enterprise cooperation modes in higher vocational colleges are pilots in China. The integration of production and education run by the local undergraduate colleges and universities in this area

is still in the groping and trying stage, with less experience and fewer case studies. Moreover, the social demand for talents and the need to grow the students' skills determine the necessity of university-enterprise cooperation, so this research has a particular innovation significance.

3. RESEARCH METHOD AND RESULTS

This research project mainly adopts the qualitative research method, including the following contents:

3.1. Contrast method

The "Innovation Class" of university-enterprise cooperation mainly cultivates headhunting talents. According to the enterprise job description and quality competency model of headhunting, we compared students' knowledge, skills, attitudes, and behaviors before and after the training. We collected information and data in the form of questionnaires to judge the value brought to them by "Innovative Class" training.
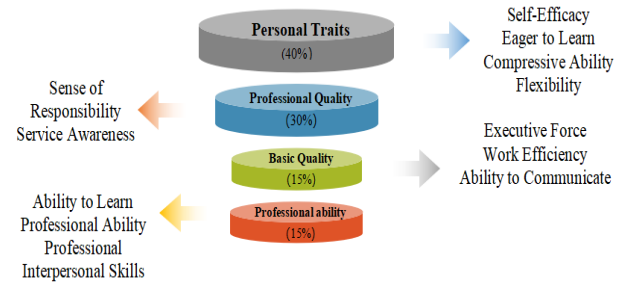

Figure 1 Competency model of headhunting

Therefore, we compare trainees' knowledge, skills, attitudes, and other cognitive structures in combination with the competency model of headhunting positions before and after training, trying to find the differences and determine the value of training under the support of a questionnaire survey and relevant data analysis.

3.2 Data collection and analysis

Data collection was done from the school of Business Administration of Guangzhou Institute of Science and Technology, and we sent questionnaires online to 74 students who participated in the "Innovation Class". After the data collection, SPSS analysis has been performed in this context which is considered to be one type of data analysis process.

Table 1 Reliability Statistics (Cronbach Alpha)

Items	Corrected Item-Total Correlation(CITC)	Cronbach Alpha if Item Deleted	Cronbach α
The training of the "innovation class" made me feel the working	0.593	0.768	0.803

Items	Corrected Item-Total Correlation(CITC)	Cronbach Alpha if Item Deleted	Cronbach α
characteristics of the recruitment and configuration module more truly, and also understood the knowledge, skills and attitude necessary for the headhunting position.			
I think the joint training of university lectures and enterprise managers will help me learn and absorb knowledge better.	0.668	0.753	
I believe the knowledge I have learned has been well applied in the training of the "innovation class", which is helpful to improve my professional skills.	0.550	0.775	
This training made me understand more the importance of human resource management expertise, which is the basis for our best practical work.	0.502	0.783	
Communication and interpersonal skills are very important in headhunting, which I didn't realize before.	0.458	0.799	
In the practical work, I have better experienced the convenience brought by work efficiency, executive ability and communication ability.	0.488	0.785	
After the training, I think my professional awareness, sense of responsibility & service have been significantly enhanced, which I did not learn in the class.	0.539	0.776	

Cronbach α (Standardized): 0.810□

As can be seen from the above table, the reliability coefficient value is 0.803, more significant than 0.8, indicating that the reliability of the research data is of high quality. For the " α coefficient of deleted item", the reliability coefficient does not increase significantly after any item is deleted, indicating that the item should not be deleted. For "CITC value", the CITC values of the analysis items are all greater than 0.4, indicating a

good correlation between the analysis items and a good reliability level. In summary, the reliability coefficient value of the research data is higher than 0.8, which indicates that the data reliability is of high quality and can be used for further analysis.

Table 2 KMO and Bartlett's Test

KMO		0.756
Bartlett's Test of Sphericity	Chi-Square	164.853
	df	21
	p	0.000

KMO and Bartlett tests were used for validity verification. As can be seen from the above table, the KMO value was 0.756, between 0.7 and 0.8, and the research data was suitable for extracting information with good validity reflected from the side.

Table 3 Consistency test

Maximum eigenvalue	CI	RI	CR	Result of test
7.000	0.000	1.360	0.000	Pass

The CI value calculated for the 7-order judgment matrix is 0.000, and the RI value is 1.360 in the table, so the Calculated CR value is 0.000< 0.1 means that the judgment matrix of this study meets the consistency test and the weight calculated is consistent.

4. CONCLUSION

Through the reliability, validity and weight analysis of SPSS, we can intuitively see that the training of "innovative class" played an essential role in students' professional learning, and most students agreed with the positive function of cooperative training from university-enterprise. However, a few students still need a longer time to understand and accept this mode of joint talent cultivation. This is a topic worth studying for a long time, both for universities and companies. We also summed up our own experience with the same type of private undergraduate colleges and universities referenced through this research.

4.1 Talent management model

Specific talent training models need to be properly incorporated to proceed with the best outcome.

As is shown in Figure 2, transition, planning, attracting, developing, and retaining are common aspects of talent training or the talent management model. In the case of development, the talent onboarding training process is considered the first and foremost priority that needs to be incorporated into this scenario (Liu et al., 2020).
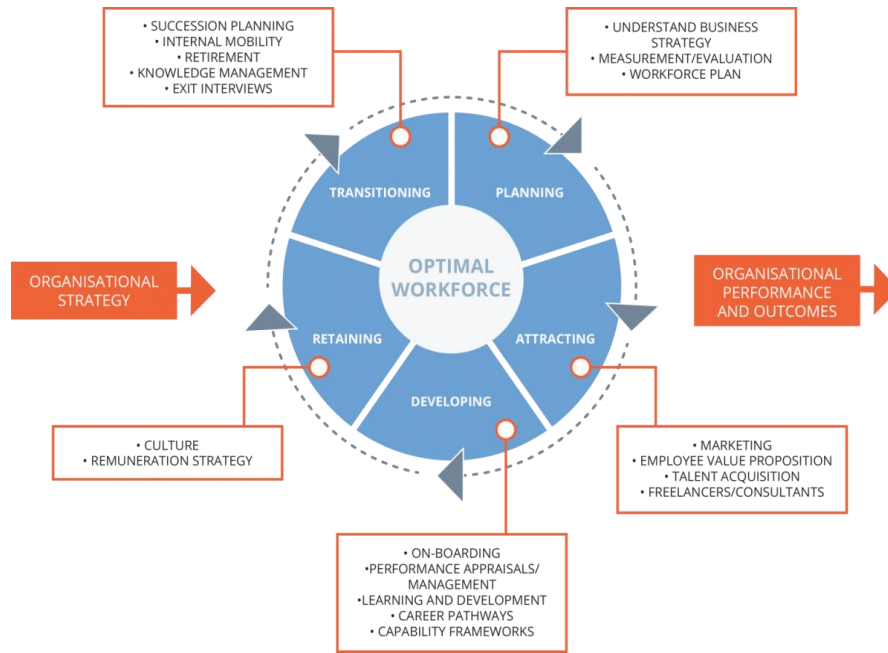
Figure 2: Talent management model

The onboarding training process depends on the performance and the career pathway, capability, frameworks, and other important aspects. The development of workforce planning needs to be enhanced to a spacious assortment (Zhang et al., 2019). The development of workforce planning relies on broader organizational strategy and management. In order to create a workforce, planning, behavior, and performance analysis need to be done in this context.

4.2 University teachers and corporation managers are integrated into the daily classroom and practical process

The whole process of talent training is divided into two parts, namely classroom teaching, and onboarding training. In the stage of classroom teaching, university teachers and the enterprise managers jointly participate in teaching theoretical knowledge related to recruitment and headhunting, guiding students to learn knowledge transfer, and laying a foundation for teaching practical knowledge. Based on practical cases, enterprise managers explain the connection and difference between theoretical knowledge and practical work and guide students to understand the application of professional knowledge through case analysis, group discussion, team achievement display, and other ways. In the on-job training stage, students enter the post-internship stage, and the enterprise managers give comprehensive on-job guidance. Through practical work, students can experience the application of theoretical knowledge and find the deficiency of their knowledge and skills to better reflect on and improve the quality of theoretical learning.

REFERENCES

[1] Kan, X., & Li, Q. (2018, March). Study on the Teaching Effect of School Enterprise Cooperative Education Model In Case of Huafa Class in Zhuhai College of Jilin University. In 2nd International Conference on Culture, Education and Economic

Development of Modern Society (ICCESE 2018) (pp. 92-96). Atlantis Press.

[2] Rui, D. (2020, March 1). On the Talent-cultivating Mode of School-enterprise Cooperation from the Perspective of Innovation and Entrepreneurship. Retrieved from https://www.sciencepublishinggroup.com/journal/paperinfo?journalid=214&paperId=10048549

[3] X., Su, Cheng, L. and A.,Zarifis, 2019. Designing a talents training model for cross-border e-commerce: a mixed approach of problem-based learning with social media. Electronic Commerce Research, 19(4), pp.801-822.

[4] Y.C., Fang, J.Y., Chen, X.D., Zhang, X.X. Dai, and F.S., Tsai, 2020. The impact of inclusive talent development model on turnover intention of new generation employees: the mediation of work passion. International Journal of Environmental Research and Public Health, 17(17), p.6054.

[5] B., Hou, J., Hong, H.Wang, and C., Zhou, 2019. Academia-industry collaboration, government funding and innovation efficiency in Chinese industrial enterprises. Technology Analysis & Strategic Management, 31(6), pp.692-706.

[6] P., Liu, W.Qingqing, and W.,Liu, 2021. Enterprise human resource management platform based on FPGA and data mining. Microprocessors and Microsystems, 80, p.103330.

[7] S., Liu, H., Zhang, Z.Ye, and G., Wu, 2020. Online blending learning model of school-enterprise cooperation and course certificate integration during the COVID-19 epidemic. Science, 8(2), pp.66-70.

[8] L., Ma, Z. Lan, and R.,Tan, 2020. Influencing factors of innovation and entrepreneurship education based on the theory of planned behavior. International Journal of Emerging Technologies in Learning (iJET), 15(13), pp.190-206.

[9] D., Qu, T.Shevchenko, and X., Yan, 2020. University curriculum education activities towards circular economy implementation. International Journal of Scientific and Technology Research, 9(5), pp.200-206.

[10] H., Shuzhen, 2019. Innovative talents training mode of science and engineering universities based on the human resources demand of modern enterprise in IoT technology. Journal of Intelligent & Fuzzy Systems, 37(3), pp.3303-3310.

[11] J., Xu, Q.,Hou, C., Niu, Y. Wang, and Y., Xie, 2018. Process optimization of the University-Industry-Research collaborative innovation from the perspective of knowledge management. Cognitive Systems Research, 52, pp.995-1003.