

Research on the Talent Training Mode of Cooperation between Government, University and Enterprise of Human Resource Management Major in Application Oriented Universities

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Abstract

At present, there is a great difference between the talent training mode of colleges and universities in China and that of human resource management posts in society. The root cause is that the talent training mode of resource management major in Colleges and universities in China is not equal to that of resource management posts in other employers. In this paper, the Application-oriented university human resource management professional talent training mode of government school enterprise cooperation as the research content, hope to help the theoretical research of school enterprise cooperation.

Keywords

Human Resource Management; Talent Training Mode; Application-oriented.

1. Introduction

With the deepening of internationalization of Chinese enterprises, the competition for talents has become extremely fierce, and human resource management has been paid more and more attention. Therefore, human resource management talents have been recognized by the society and become scarce talents in the society. However, at present, most of the students of human resource management major are more focused on theory and lack of practice, which makes it difficult for most of the students of human resource management major in domestic universities to meet the needs of enterprises. When entering the enterprise to engage in human resource management, the fresh students majoring in human resource management often invest a lot of time and energy in order to deal with the relevant business, which will lead to more human cost. Therefore, our country has started to advocate the government school enterprise collaborative talent training mode, to better meet the requirements of human resource management positions of employers. This is not only in line with the requirements of human resources cost and improving work efficiency, but also solves the problems of human resources management in domestic colleges and universities.

2. Current Situation of Applied Talents

As general secretary Xi Jinping emphasized in nineteen major reports that training applied talents is related to the future development of our society, we can see the importance of applied talents to the development of our society. With the advocacy of cultivating applied talents in China, some colleges and universities in China actively cooperate with national policies and begin to transition from ordinary colleges and universities to Applied Colleges and universities. At present, Application-oriented colleges and universities in China transform the training objectives into innovative and applied talents training. In order to further achieve the objectives, colleges and universities have carried out a new education mode of government school

enterprise cooperation, vigorously promoting the effective development of the integration of production and education. At the first mock exam, the "assister" of applied education cannot do without the mode of school enterprise combination. It has contributed to improving the quality of applied talents and contributing to the development of our society.

The so-called applied talents refer to the school's application of theoretical knowledge in specific and practical work and life. For example, taking human resource management as an example, teachers can integrate the module contents learned in the course with the actual salary, production management and operation, performance appraisal and other contents, which will greatly improve students' practical ability. Because the current teaching goal of our country is not to let the students study in depth and study the scientific research value of their major, but to require the students of human resources major to make rational use of theory and practice, so as to gradually improve the work efficiency and work quality, flexibly use the theoretical knowledge and improve the work content at the same time. Teachers should assess the process of practice through students' practice reports, and investigate students' flexibility in the use of knowledge. In addition, in the design of class hours for students to participate in practice and theory learning, teachers should neither pay more attention to the class hours of theoretical courses as research universities do, nor rely on the practice class hours as higher vocational colleges do. Application oriented universities should pay attention to the balance between practice and theory, that is, it is not the cultivation of research-oriented talents, nor the cultivation of vocational skilled talents. We should have a very clear goal, and pay attention to the innovation and Application-oriented high-quality talents of Application-oriented universities.

3. Problems in the Cultivation of Human Resource Management Students in Colleges and Universities in China

3.1. The Training Objectives of Human Resource Management Major in Colleges and Universities are Vague and Unclear

After setting up the major of human resource management in China's colleges and universities, because they don't understand the development of enterprises, they still train the staff of administrative organs in the past, and they don't give full consideration to the employment of students after graduation, so that the graduates of colleges and universities are still engaged in the traditional daily mode of administrative affairs and personnel work. The graduates of human resource management major are lack of the training of employment competitiveness and professional quality ability, and the positioning of training objectives is not accurate enough. Therefore, the professional quality of college students majoring in human resource management is not consistent with the post requirements of human resource management. Colleges and universities pay more attention to the cultivation of students majoring in human resource management than to practice, and they do not differentiate and refine the major of human resource management. As a result, the trained talents do not match the requirements of management posts, the competitiveness of graduates' employment is weak, and they can not adapt to the work of management posts, and they can not quickly adapt to the requirements of enterprises.

3.2. Improper Curriculum Structure Design of Human Resource Management Major in Colleges and Universities

As the curriculum structure design of human resource management major in contemporary universities is basically the same, it is usually formed by basic courses, comprehensive courses, general courses and core courses, especially the core courses of human resource management major, the teaching mode of each university is the same. Its main content is the six modules of

human resource management. Due to the same teaching mode of colleges and universities, it is difficult for colleges and universities to show the characteristics of human resource management major, so they can not stand out in the face of the requirements of human resource management talents of enterprises. In the course design of human resource management major in many colleges and universities, there are more general courses, which accounts for a large proportion, which greatly occupies the hours used in the core courses of human resource management major, leading to students' difficult to form the core quality and core ability of human resource management major. Therefore, this transition attaches importance to general courses and basic courses, and does not pay enough attention to core courses and comprehensive courses. The traditional concept of class hour design itself is a design of putting the cart before the horse. At the same time, cramming teaching method can not effectively guide the enthusiasm and practice of students' autonomous learning.

3.3. The Practice Teaching of Human Resource Management Major in Colleges and Universities is Weak

Human resource is a subject with strong theory and practice. However, the major of human resource management has higher requirements for the practice of the personnel. At present, most schools do not have enough practical training for students in the major of human resource management. For example, the practical teaching content is relatively old, the practical teaching method is relatively single, the practical teaching curriculum design is less and the practical teaching students are not enough. These are the reasons why there are not a large number of Applied Talents in the major of human resource management in China. From the specific teaching practice of human resource management major, the practical teaching system of human resource management major is more single than that of other majors, and its specific practical teaching is only limited to the indoor practical teaching in the last few weeks of teaching work. In addition, most colleges and universities carry out practical teaching through school enterprise cooperation, which is very good in training students' practical ability and application ability. However, due to the characteristics of human resource management posts, the number of students' internships arranged by each enterprise is limited, so the practice teaching form of school enterprise cooperation is difficult to achieve. Because of this, the school in the arrangement of practical courses, because can't arrange double teacher system, so the practice teaching mode is relatively single, and some colleges and universities for human resource management professional practice teaching curriculum design is not reasonable, teachers can't update the teaching content in time, resulting in students can't better combine the content and practice.

4. Suggestions on the Training Mode of Applied Talents of Human Resource Management Major in Colleges and Universities in China

4.1. According to the Employment Orientation, Establish the Talent Training Objectives

Colleges and universities across the country should take employment as the guidance, start from the regional aspect, industry aspect and school aspect, and re position the training mode of human resource management professionals. First of all, according to the different characteristics of different students to cultivate their different professional personality, establish the students' industry bias, and then for different industries to give students industry-related guidance and teach the industry needed knowledge and skills, so that students can correctly understand the professional employment trend. In this way, the trained students can meet the employment requirements of human resource management posts in different industries in the complex employment environment; secondly, according to the local economic

and social conditions, colleges and universities should set up professional courses, and strengthen the practical teaching matching with the courses, so as to improve the employment rate of students. In the process of industry positioning, we should carry out industry positioning according to the specific situation of the city. For example, in the first tier cities, we should focus on the professional positioning of foreign-funded enterprises; while in the second and third tier cities, we should focus on the employment needs of small and medium-sized enterprises. Thirdly, different colleges and universities should give full play to their own professional characteristics, and determine the direction of talent training according to their expertise. For example, engineering schools can take engineering related technologies such as mechanical processing as their talent training and objectives; for example, normal colleges and universities can take training and education as their talent training direction.

4.2. Optimize the Professional Curriculum System based on the Training Objectives

After the establishment of talent training objectives in Colleges and universities, we need to optimize the system of professional courses. First of all, we should optimize the professional quality curriculum. Enterprises pay special attention to the professional quality of employees, especially human resource management posts, so schools should strengthen the education of professional quality of students majoring in human resource management posts, and realize the improvement of professional quality of students majoring in human resource management through core courses and after class practice. Professional core courses require students to understand the core content and related requirements of professional quality, and after class practice can strengthen students' understanding and perception of professional quality; secondly, colleges and universities should add special courses for enterprises. The talents needed by enterprises are not only those with professional quality, but those with real talent and practical learning. Therefore, colleges and universities should, according to the characteristics of the industry and the situation of regional enterprises, set up professional courses related to the regional industry, so that students can become applied talents with both ability and political integrity needed by enterprises; thirdly, optimize the entrepreneurship course, and also achieve learning in the course and Practice after the course. This is not to allow students to carry out entrepreneurial activities, but to strengthen the students' sense of innovation and creation, which is also the basic ability of Applied Talents in human resource management.

4.3. Use Internal and External Resources to Build a Practical Teaching Platform

The major of human resource management has strong practicality. The talents of human resource management positions in every enterprise need to have enough professional degree for the major of the enterprise, that is to say, they all need professional training. Therefore, in order to cultivate applied human resource management talents, colleges and universities should build a good platform for students to carry out practical activities and learning. To build the platform, we should build both inside and outside the school, build the teaching practice platform inside the school, practice the actual situation, introduce the training software of human resource management, and train students to understand the market dynamics and analyze the ability of competitors. Let students as human resource managers, starting from the identity of enterprise managers, solve the problems faced by enterprises, and improve students' post work ability. Build an off campus platform, and build an off campus platform by reaching cooperation intention with enterprises. In the period of lack of talents, students can be assigned to the enterprise for practical training, so that students can accumulate enterprise management experience in the process of practical training. At the same time, it is particularly important to build a national human resource management practice teaching platform, which can realize the sharing and win-win cooperation of human resource management professional

resources in national colleges and universities, and let the needed human resource management talents go out.

4.4. Cooperation between Government, School and Enterprise

School enterprise cooperation is not a simple cooperation between school and enterprise. At present, there are too many students who go to enterprises to practice in our country, and there are few students who can be paid by enterprises, which leads to the situation that the supply exceeds the demand. Therefore, colleges and universities in our country can understand the current situation of enterprises through university teachers' in-depth investigation, and make teaching plans according to the situation. Or the school invites enterprise human resource management leaders to jointly produce training plans and teaching materials, so that we can grasp the market dynamics in real time and make the teaching work more timely.

5. Conclusion

With the continuous optimization and reform of China's education, the cooperation between government, school and enterprise has become a necessary development trend. Therefore, we should pay more attention to the cooperation among the government, schools and enterprises. While strengthening the cooperation between schools and enterprises, we should also pay attention to the internal talent needs of enterprises. Only in this way can we truly realize the talent sharing and realize the win-win situation between enterprises and schools. Of course, the cooperation between schools and enterprises is inseparable from the support of the government. Only the tripartite cooperation between government, schools and enterprises can effectively promote the new development of the teaching mode of human resources specialty in Application-oriented universities.

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