

# *Research on the Course of "Human Resources Training and Development" Jointly Constructed by Schools and Enterprises*

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**Abstract:** With the state vigorously advocating the development of education in recent years to take the road of "school-enterprise cooperation and integration of industry and education", curriculum reform is also imminent. This article elaborates on the basic connotation of school enterprise co-construction, combined with the specific practical situation of the course "Human Resources Training and Development", and proposes the problems existing in the school enterprise co construction course "Human Resources Training and Development". At the same time, the basic ideas for school enterprise co construction of this course are proposed from the aspects of integrating the core work tasks of existing courses, improving the cooperation mechanism of school enterprise co construction courses, and increasing investment from multiple parties to enrich the forms of school enterprise co construction. Taking this as an opportunity, I hope to open up the overall chapter of the core curriculum of human resource management in our applied undergraduate universities in the field of school enterprise co-construction.

## **1. Introduction**

In recent years, with the rapid development of the integration of industry and education, "school-enterprise co-operation" has become a common development model that many universities and enterprises pay more and more attention to. Therefore, combined with the characteristic model of "school-enterprise cooperation, industry-education integration" talent training of human resource management major in our school, adhering to the original intention of "high starting point, high standard, high standard, high quality" to build a good human resource management major, in-depth discussion in various fields of joint construction of professional courses in schools and enterprises<sup>[1]</sup>. On the one hand, it can closely combine the "school-enterprise co-operation" talent training model of human resource management to create professional characteristics and course characteristics, and fully promote the development of professional high-quality connotation<sup>[2]</sup>. On the other hand, the application of research results to the practical work of human resource management professional courses, and even more "school-enterprise co-construction" courses is conducive to refining the basic ideas of "school-enterprise co-construction" course construction in our school. It can strength the

comprehensive system construction of “school-enterprise co-construction” of professional core courses, and improve students' practical ability and employment competitiveness<sup>[3]</sup>.

In order to further cultivate students' professional practice ability, our school has introduced 58 Mofang on-campus productive training base. And students can participate in the recruitment and development of corporate human resources by entering the 58Mofang project in the fifth and sixth semesters of the junior year, so as to effectively improve their professional practice ability<sup>[4]</sup>. By participating in the project, you can combine the theoretical knowledge learned in the course with the actual requirements of specific enterprises, and truly realize school-enterprise collaborative education. The way of "school-enterprise co-operation" in the society has gradually developed and matured, and many universities have begun to implement and study the co-construction model of school-enterprise cooperation, and the cooperation mode is diverse. The course Human Resources Training and Development has gone through three teaching processes since the establishment of human resource management in our school, from which a large number of basic materials for classes have been accumulated, and the course itself has the basic characteristics of theory, practice and operation. Therefore, in the “school-enterprise co-construction course”, this course can be used as the preferred professional core course for the pilot.

## **2. The Basic Connotation of School-Enterprise Joint Construction**

“School-enterprise co-construction” is a specific form of school-enterprise cooperation mode, including “school-enterprise co-construction” of practical teaching bases, internship bases, co-construction of talent training programs, co-construction of order-based talent training classes, etc. and the specific deepening and meticulous mode of using courses as the carrier of “school-enterprise co-construction” courses is still relatively rare at present. Therefore, this paper hopes that after analyzing the necessity and importance of the current “school-enterprise co-construction” course construction fee, this paper hopes to put forward the specific ideas and strategies for “school-enterprise co-construction” courses from the perspective of human resource management major, so as to provide opportunities for the construction, development and reform of the core courses of human resource management, and build a friendly bridge between the training of human resource management professionals and the actual needs of enterprises, and common development<sup>[5]</sup>.

## **3. Problems in the School-Enterprise Joint Construction Course of Human Resource Management**

The current professional courses of human resource management major are mainly concentrated in the six modules of human resource management, and the “school-enterprise co-operation” mode realized in each course mainly stays in the course to invite tutors from well-known enterprises to give course lectures and professional knowledge lectures to professional students in school. This type of “school-enterprise co-operation” mode can only meet students' cognition of enterprise human resource management expertise to a certain extent, and cannot truly experience the human resource management needs of real positions in enterprises<sup>[6]</sup>. Therefore, thinking about taking courses as the entry point and foothold of “school-enterprise co-operation” is the next step of “school-enterprise co-operation” in human resource management. Human Resources Training and Development this course belongs to the professional core course of human resource management, which involves a lot of human resource management business with enterprises, which is very suitable for school-enterprise joint construction. There are many real cases and professional technologies in the training and development business of actual human resource management that can be introduced into the construction and teaching of the curriculum system of colleges and universities, but there are also many problems in this.

### **3.1. The Systemic Problem of the Curriculum Itself**

Human Resources Training and Development course is a professional core course offered by human resource management students in the sixth semester of their junior year, and the course is a theoretical course of 2 credits and 32 hours. In the last two weeks at the end of the semester, there is also a professional intensive practical course: "Human Resources Training and Development Project Practical Training". However, through the study of several batches of students, it was found that when participating in the bi-weekly practical training, the students could not deeply understand and transfer the theoretical knowledge related to human resource training and development learned earlier. Therefore, the 32 hours of the course itself are more theoretical lectures, starting from the overall theoretical system of human resources training and development, describing the importance of human resources training and development, training and development methods, specific processes and precautions. Therefore, the course system was originally a course that emphasized theory and light practice, which was out of touch with the actual human resource training and development workstation needs of enterprises. The specific requirements of practical operation are in the subsequent bi-weekly practical training course, and if the "school-enterprise co-operation" content jointly built in the front is too much, it will dilute the application of human resource training and development in the practical training. Therefore, it is difficult to integrate the content and links of school-enterprise co-construction into the theoretical curriculum.

### **3.2. Lack of Enterprise Participation in Curriculum Design**

Currently, business involvement is missing in the design of the Human Resources Training and Development course. In the all-round teaching links of curriculum implementation, course assessment, curriculum standards, and curriculum evaluation, professional teachers are mainly responsible for themselves, and in the later process of human resources training and development project training, more professional teachers will be added to teach in groups. However, in the explanation of theoretical courses, it is generally taught by "double-teacher" teachers who have been teaching for many years. However, in the implementation of actual teaching materials, there is still a phenomenon that the teaching design system is separated from the actual needs of real enterprises. When students conduct project training on human resources training and development, they cannot fully understand the theoretical system of training and development they have learned before, and they will skillfully apply it to the bi-weekly practical training<sup>[7]</sup>. After graduation, students who are suitable for engaging in human resource management in enterprises will have a big difference between what they have learned and what they have done, and they cannot meet the needs of enterprises.

### **3.3. The Cooperation Mechanism is Lacking and the Intensity of Cooperation is Insufficient**

At present, it is difficult for school teachers to unilaterally cooperate with enterprises, and schools need to create a good "school-enterprise co-operation" mechanism to encourage effective cooperation between teachers and enterprises in co-building courses. However, from the perspective of the whole school or the whole hospital, effective rules and regulations for "school-enterprise co-operation" have not yet been formed, and it is impossible to mobilize and promote the in-depth and sustained development of "school-enterprise co-operation". At the same time, there is also a lack of sufficient funding investment in the joint construction of courses between schools and enterprises, and the personnel, finances and materials required for curriculum development cannot be guaranteed, and the interests cannot be guaranteed. The responsibilities of developers are unclear and there is a lack of sufficient constraints on both sides. In terms of the inspection mechanism of "school-enterprise co-

operation” results, there is also a lack of corresponding achievement inspection mechanism and evaluation mechanism. Who will check it? How to check? There are no corresponding regulations on what requirements and standards should be met by school-enterprise joint construction courses. Even if the school has introduced 58 Mofang on-campus production practice base, the energy that enterprises can currently invest in the school to carry out “school-enterprise co-operation” and co-construction courses is limited, and the form of cooperation is still relatively single, and it cannot be deeply integrated into every professional course. The two sides of the school and the enterprise could not conduct in-depth discussions on cooperation, and the curriculum content and system design failed to achieve the desired results.

#### **4. Specific Ideas for “School-Enterprise Co-construction” of Human Resources Training and Development Courses**

Through professional analysis and research, although there are still many problems in the school-enterprise co-construction of courses, we can start from the point and drive the pace of school-enterprise co-construction of each course from the point and the surface. First of all, starting from the training program of human resource management professionals, combined with the school-enterprise cooperation talent training model, select one of the core courses of human resource management or gradually select the core courses of the other six modules of human resource management for the specific practice of school-enterprise co-construction course teaching. Secondly, the content of the school-enterprise co-construction course construction of the core course of human resource management should include the basic idea of the “school-enterprise co-construction” course construction, the overall thinking system of the course, the two-way construction of the teaching team, the operation means of course teaching implementation, the guarantee conditions for the reform of course assessment management, etc. to form the “school-enterprise co-construction” course construction implementation plan of the course <sup>[8]</sup>. Finally, after completing the relevant content of the “school-enterprise co-construction” course construction of a specific course, it will gradually be popularized to other professional core courses, covering the core courses of human resource management as much as possible, taking the "Human Resources Training and Development" course as an example, to promote the comprehensive development and progress of human resource management “school-enterprise co-operation” reform.

##### **4.1. Fully do a Good Job in the Joint Construction and Research of Course Schools and Enterprises**

School-enterprise joint construction is not a one-time thing, and doing a good job of research in the early stage is the basic work. Whether it is for the course builder of colleges and universities or the joint construction of enterprises, it is necessary to do a good job of full research. Through market research work, understand the job settings, talent needs and vocational qualification standards designed by human resources training and development, extract the vocational skills and comprehensive quality of training and development positions required by students, make them consistent with the content system and training objectives of human resources training and development courses, and cultivate training and development talents that meet the needs of enterprises. At the same time, it is also necessary to fully understand the existing curriculum and the construction of teachers. There is no need to completely reject the existing course content, but on the basis of fully understanding the existing courses, combined with the needs of enterprise human resources training and development positions, targeted revision, improvement and extension expansion <sup>[9]</sup>. Therefore, when the school-enterprise jointly builds human resources training and development courses, it is necessary to comprehensively investigate the current situation of the

courses, the actual operation of the positions of the graduated students, and the basic situation of the existing teaching teachers, and carry out school-enterprise joint construction on this basis.

#### **4.2. Integrate the Core Tasks of the Existing Curriculum**

Through the preliminary market research, after grasping the specific core competencies and job requirements of human resource training and development positions in the enterprise, the typical work tasks of human resources training and development jobs are summarized and sorted out. Relying on the needs of professional positions in human resources training and development, combined with the work tasks and work processes of the post, the ability of each work link is refined. Through the ability refinement of key links, the core course content is sorted out according to the course content, and the “school-enterprise co-construction” content system of the course is formed in combination with the specific work scenarios of the enterprise<sup>[10]</sup>. At the same time, with the goal of cultivating students' vocational skills and comprehensive quality, through the discussion between school teachers and enterprise industry experts, the ability objectives and learning content in the course are broken down one by one. Decompose the learning situation, and build supporting resources such as curriculum standards, teaching material content, and practical training resources for human resources training and development courses. The comprehensive ability training here is connected with the subsequent bi-weekly practical training course.

#### **4.3. Improve the Cooperation Mechanism between Schools and Enterprises to Jointly Build Courses**

Strengthen the awareness of “school-enterprise co-operation” between schools and enterprises, attach importance to the “school-enterprise co-operation” mechanism. Let teachers turn resistance into motivation, recognize the importance of “school-enterprise co-operation”, and enhance the initiative and sense of responsibility of “school-enterprise co-operation” among school teachers. The cooperation mechanism of school-enterprise joint construction courses includes management mechanism, incentive mechanism and evaluation mechanism<sup>[11]</sup>. In the process of school-enterprise joint construction, it is necessary to scientifically coordinate practice, and consider the time allocation and energy investment of enterprise experts and school teachers. Through the formulation of “school-enterprise co-operation” plans, the responsibilities of both schools and enterprises are clarified, and the construction work is completed as required in the process of curriculum development and co-construction. At the same time, teachers who actively participate in “school-enterprise co-construction” courses are compensated to a certain extent, and enterprises participating in “school-enterprise co-construction” courses are provided with certain theoretical or technical support to solve enterprise problems and create value. In the process of the development and co-construction of the entire curriculum, establish a reasonable “school-enterprise co-construction” evaluation mechanism. Consider the workload and work performance of teachers participating in the joint construction of courses by enterprises, and establish a reasonable and operable evaluation mechanism.

#### **4.4. Multi-party Investment to Enrich the Form of School-Enterprise Joint Construction**

“School-enterprise co-construction” is not only the task of both the school and the enterprise, but also requires the active participation of the government and the industry. The haphazard behavior of individual personnel cannot accomplish such a huge task. Government departments may consider formulating corresponding “school-enterprise co-operation” normative systems, ensuring policy support and capital investment, and setting up special research topics for “school-enterprise co-operation” and co-construction courses. At the same time, schools and teachers should find joint

construction enterprises through various channels, expand “school-enterprise co-operation” resources on the premise of ensuring the interests of both parties, and enrich the form of school-enterprise joint construction. For example, the two sides will exchange part-time lectures (training), seminars, expert lectures and exchanges. At the same time, it can also expand the “school-enterprise co-operation” mode of the school, build a “school-enterprise co-operation” talent pool and expert database with enterprises, provide professional opinions on professional talent demand and talent training, make talent training meet market demand, make the curriculum system close to the actual needs of the industry, and maintain synchronous development with the industry. Encourage teachers to go to school-enterprise joint construction enterprises for on-the-job training, participate in human resources training and development practical work, provide teachers with practical skills, and ensure the quality of curriculum system development. Through school-enterprise joint construction, we can achieve a two-way win-win situation between schools and enterprises, break through the bottleneck of “school-enterprise co-operation”, and achieve the purpose of cultivating human resources training and developing senior professionals for the society.

## 5. Conclusions

The course "Human Resources Training and Development", as the core course of the human resources management major, plays an important role in the cultivation of applied undergraduate talents. It is also urgent to invest a lot of energy in the exploration and development of curriculum construction and reform. This article explores the problems in the curriculum system, the lack of corporate participation in curriculum design, the lack of cooperation mechanisms, and insufficient cooperation efforts. Finally, the basic ideas for the school enterprise co construction of this course are proposed from the following aspects: fully conducting research on the school enterprise co construction of the course, integrating the core tasks of existing courses, improving the cooperation mechanism of the school enterprise co construction of the course, and increasing investment from multiple parties to enrich the forms of the school enterprise co construction. Although our school has achieved certain results and effectiveness in the course of school enterprise co construction, there is still a long way to go in promoting it to other core courses of human resource management in a comprehensive manner.

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