

Analysis of Specialized Personnel Training for Industrial Cluster Development in Service Regions: A Case Study of Specialized Personnel Training in Applied Business Economics

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Abstract

To innovate personnel training objectives, enhance the qualities and abilities of application-oriented Business Economics specialized personnel, enhance the competitiveness of graduates' entrepreneurship, and effectively serve national and local regional development of industrial clusters are necessary measures for the specialized personnel training of applied Business Economics in local colleges to won the recognition of regional industrial sectors and enterprises and students families as well as the society. To clarify the educational status of Business Economics, establish specialized economic training objectives of applied business in the new normal and select appropriate training strategies and modes are worth serious consideration, research and practice of local universities.

Key words: Business economy; Personnel training; Regional industry

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INTRODUCTION

"Persisting in innovation to lead the entrepreneurship and entrepreneurship to create jobs, being initiative to adapt

to the new normal of economic development, promoting quality education as the theme, improving the quality of personnel training as the core, making innovative personnel training mechanism as the key, improving conditions and policy security as the support, promoting the close combination of higher education and science and technology, economy and society, speeding up the training of large-scaled personnel groups with innovative spirit and the courage to join the practice of innovation and entrepreneurship, and constantly improving the contribution of higher education in promoting the steady growth of economy, reform, the structural adjustment and the benefit people's livelihood" are the new requirements and expectations that the State and society have proposed for higher education in the new normal of economic development. With the deepening of development of China's socialist market economy, the demand for specialized professionals in Applied Business Economics is increasing. How to run a Business Economics major and how to train specialized professional in applied Business Economics who adapt to the needs of social development of the industrial sector has become one of the important issues about the major construction and development of many economic schools of colleges and universities. To successfully complete this task, learning and the courage to practice innovation are essential. Learning from foreign application-oriented talents training mode, we can find that their emphasis is on practical training and they build school-enterprise cooperation mechanism, integrate academic education and vocational education in the curriculum system and training process in terms of educational direction and content and save the training cost and training time of application-oriented talents. However, if we explore the professional schooling program some domestic institutions have implement to "face the economic and social needs, rely on the industrial sector, make application as a fundamental and be employment-oriented", we can see that it can also

promote colleges and universities to steadily go to the road of transformation and development.

Therefore, to clarify the educational status of Business Economics, establish specialized economic training objectives of applied business in the new normal and select appropriate training strategies and modes are worth serious consideration, research and practice of local universities.

1. THE EDUCATIONAL STATUS OF BUSINESS ECONOMICS

1.1 They Generally “Emphasize on Theory and Ignore Practice” and Their Personnel Training Specifications Tend to Be Convergent

The schooling position of most local undergraduate universities and colleges is application-oriented undergraduate colleges. The focus of “application-oriented undergraduate” is application and these colleges should build discipline, professional direction and curriculum system to adapt to the economic and social development needs, especially the needs of regional industrial development and update teaching content, methods, tools and assessment methods to improve students’ practical and operational ability and employment competitiveness. On economical majors, local colleges attach great importance to their discipline, professional construction and development. On the objectives of personnel training, almost all colleges and universities position their objectives as “senior application-oriented talents” to differentiate with “application-oriented talents” from vocational colleges. They understand “senior” as “theory-oriented”, leading to “their emphasizing on theory and ignoring practice”, focusing on subject orientation, highly emphasizing on theoretical courses and neglecting practical courses and practice.

In terms of the personnel training program, the convergence phenomenon is obvious. Between undergraduate application-oriented colleges and “211” and “985” universities and among local undergraduate application-oriented colleges, there are not many significant differences in their personnel training objectives and the professional foundational courses, core courses and elective courses; the number of courses is great and they are focused on training students’ solid theoretical foundation; the knowledge is wide in range but not delicate in content; the proportion of practice teaching is small. The opportunity for students to participate in social practice is few and there is little hands-on training, objectively causing students’ weak operational ability; the so-called “application-oriented” mode is ultimately still “research-oriented”. As local application-oriented colleges and universities, the task to serve regional economic development and industrial upgrading and school characteristics have not been fully reflected.

1.2 The Construction of Professional Teachers Is Not Enough and the Professional Teachers Lack Practical Working Experience

Local colleges offer majors in economics and the enrollment develops rapidly. The construction work of teaching staff is increasingly arduous. New teachers are mostly postgraduates and doctoral candidates from domestic universities and returned students from foreign universities. These new teachers have received systematic education on economic and mastered the methods of economic theoretical research. However, these new teachers are just like previous teachers and most of them come to work in a university when they graduate from a university. They lack experience working in their industry and enterprises and understanding of the regional industry, trade and business operation. Coupled with the influence that the evaluation mechanism of universities is based on research, they have to focus on economic theory studies and the formation and enhancement of their ability of practice guide and business guidance for students are extremely restricted. It is difficult for such a teaching staff structure to adapt to the requirements of the training of “application-oriented personnel” and it is not hard to understand the previously mentioned phenomenon of

emphasizing theory and ignoring practice with convergent training specifications”. How can we solve the problem that university teachers for the training of application-oriented personnel lack corporate work experience? At present, the common way is to send college teachers to enterprise for career exercise, to get familiar business operations and workflow, and then return to the classroom. Regardless of the effect of career exercise, it is clearly reluctant within about six months in the career exercise to comprehensive understand the industry and the actual situation of the operation of enterprises and get familiar with the grasp and response to business operation opportunities or dilemma. In this regard, new teachers can only offer “empty talk.

1.3 Personnel Training Objectives Are Unclear and Students’ Employment Direction Is Vague

At present, except for a few research-oriented universities, economics majors in most universities and colleges in our country make the training of application-oriented personnel as a fundamental task and require students to master the basic knowledge and skills and put the knowledge and skills into practice ability, and feature in innovative ability to enhance students’ thickness in experience and endurance. However, whether it is from a major setting, curriculum system or teaching content, most of application-oriented economics undergraduate colleges have not completed this task. There are five reasons for that: First, it is difficult within the training mode of emphasizing theory and ignoring practice to cultivate “application-oriented” personnel. Second, universities close their gates to run the school. The integration of industry and learning and school-enterprise cooperation lack substantive content or just stay at the graduate

training practices. Third, colleges and universities are not sensitive to the cluster development in regional industry and lack research on the major region and industry for the future employment of students. Fourth, teachers for major courses are not familiar with the internal job settings and qualifications, work processes and work content within enterprises. Fifth, the employment is much too broad. The course construction cannot reflect the regional industrial structure and trends and does link the training objectives to the employment standards of the main industry and enterprises in the region. This also causes students trained tend to be mediocre, lack of expertise, resulting in a waste of human resources.

A direct result of unclear professional orientation is vague employment orientation for students. Before college enrollment was enlarged, economics majors were located in training “high level of economic theoretical research and management personnel”. After enrollment was enlarged, to meet the market demand, local colleges imitate comprehensive or financial key universities and offer economics majors. However, in application-oriented colleges and universities, students cultivated in the traditional way “seem to know every industry while are skilled at nothing” and they are personnel like the “oil which is used to treat all disease”. They seem to be able to do everything, but they are lack of professional features and business expertise and their work performance is mediocre. Employers also believe that economics majors are not well connected to real sectors and they lack contacts and exchanges. Their teaching philosophy and way are lagged behind. They are not concerned about the leading edge of the market. Students’ thinking is narrow and their practical ability is weak. This will undoubtedly affect the employment rate of students and the reputation of colleges.

1.4 The Connection Between Industrial Development and Students’ Learning Is Poor and Students’ Professional Development Is Disjointed to the Cluster Development of Regional Industry

Poor connection between industry and learning has become a major problem faced by many local colleges and universities. The setting of programs in colleges is often closed. The curriculum usually starts from the maturity of the subject knowledge system with little consideration of local industrial layout and development. On the one hand, it is difficult for local employers in recruitment to directly find economics graduates who are familiar with the local industry, understand the industry characteristics and meet the requirements of enterprise post. Even if graduates enter the workplace, they need long time internal training and then they can come in handy. On the other hand, although local university graduates in economics went through systematic education of the disciplinary knowledge, they know little about industrial clusters, the status and trends of structural development in the major employment

area. After they start working, they also lack the relevant capacity. There is a big gap between graduates of colleges have cultivated and the requirements employers demand for personnel. The main problem is not the number of personnel training, but the disconnection between talent supply and demand for personnel training specifications, or it can be called a wrong connection. How personnel training direct serves local industrial development and how industrial enterprises get involved in the personnel training process of universities in advance to shorten the “relearn” time for graduates have presented problems to be solved for the application-oriented personnel training in Business Economics .

Socio-economic structure, industrial structure and educational structure need to reach harmonization in the process of regional social-economic development. The professional development of local college mainly relies on local economic development. They need to refer to local industrial development to determine their training objectives, curriculum setting and requirements for practice. Regional industrial cluster, as a spatial aggregate, has collective competitive advantages and the scale effect of cluster development, with regional feature, clustering, innovation, professionalism, sharing and regional embeddedness and other characteristics, and its core resource is human resource. The development of regional industrial clusters cannot do without the support and involvement of human resources of local colleges and universities. They need to establish close connections between the professional development of colleges and the industrial cluster to mutually promote the common development of them both.

2. THEORY AND PRACTICE INNOVATION IN SPECIALIZED PERSONNEL TRAINING IN BUSINESS ECONOMICS

Relying on the development of local industrial clusters in the service areas to achieve the benign interaction between the development of local colleges and industrial enterprises manifests the regional characteristics of “application-oriented colleges and universities”. The significance and function of the innovation of Business Economics specialized personnel training theory and practice lies.

2.1 Theoretical Significance

Application-oriented professional education in colleges must adapt to the continuously needs of local economic and social development. The teaching reform of Business Economics actually bears the important task to comply with economic development of local industries and meet social demands for application-oriented talents in economics. Innovation of the training objectives, strategies and positioning of application-oriented Business

Economics personnel can effectively reduce the wide gap between graduates and employers' demands for talents and explore innovative new modes connecting application-oriented Business Economics personnel training and the development of local industry clusters. Meanwhile, the integration of industry and learning and the construction and operation of school-enterprise cooperation in the process of specialized Business Economics personnel training as well as research practice of multiple teaching resource construction and students' professional evaluation method, etc. can overcome the drawback in the construction of curriculum system of Business Economics which "emphasizes theory and ignores practice" and solve the issues of lacking business background in Business Economic teaching, that the teaching mode is out of date and practice teaching platform is in relative shortage.

2.2 Practical Function

The higher education in colleges and universities has always been faced with challenges and opportunities. The challenge is that this task faces numerous difficulties and contradictions with hardship; the opportunity is that this is the call of the country and it is the right times. It is an excellent opportunity to balance both theory and practice, connect majors with industries, form the educational philosophy of the unity of knowledge and practice of application-oriented universities, and actively implement this philosophy and walk out an educational road with characteristics for application-oriented business economics specialized personnel training to serve the regional industrial cluster development. At the same time, it helps to run a good Business Economics major, enhance quality of personnel training, enhance the capacity of employment and entrepreneurial innovation of graduates, and provide some reference for the transformation and development of local colleges and universities.

3. OBJECTIVES AND MAIN INITIATIVES TO INNOVATE SPECIALIZED PERSONNEL TRAINING IN BUSINESS ECONOMICS

3.1 To Promote the Transformation and Development of Schools

The restructuring and development of local community colleges are the basic requirements the society has proposed for personnel training of higher education. From the perspective of universal industrial development trend, industrial transformation and upgrading have raised higher requirements for the structure of personnel training. Informationalization and industrialization have deeply integrated; modernized equipment has accelerated the replacement of traditional production tools. They need to train application-oriented technical talents who

have mastered new knowledge, applied new technology and acquired new equipment. Cultural ideas and design industry are developing rapidly. Small and micro enterprises have become an important source of economic vitality. They need technical skilled personnel who have a strong entrepreneurial ability, creativity and innovative ability; the enhancement of business management skills, application innovation of products, technologies, processes and procedures require complex, innovative and management talents; skills and high manufacturing value added have become important foundation for the competitiveness of high-tech equipment and high-end consumer goods. They need a large number of application-oriented technical personnel who have mastered modern science and technology and received systematic skills training. All these require higher education to provide a strong pool of talents. This is a historical mission the country has granted to local colleges and universities as well as a condition and opportunity for local colleges and universities to actively serve local economic development, find a reasonable position, win and expand their own development space and achieve benign development with characteristics.

3.2 To Break the Bottleneck of Personnel Training

The continuous in-depth reform and opening up of the country has led to rapid development of business economy and business activities have become increasingly frequent. The demand for specialized personnel has become more urgent. Various types of enterprises' trade activities of related resources, knowledge and information in the region in the course of business with stakeholders have increasingly shown its complexity, diversification and uniqueness. In an open market economic environment, companies should not be limited to focus on internal management and resource optimization, but effectively utilize, coordinate and integrate various domestic and international resources. This demand situation presents new challenges for the effective training of specialized personnel in the application of Business Economics. Business Economics should provide students with cutting-edge innovation theory and practical courses which effectively combine and integrate economic and business, help students better understand business phenomenon in social reality and the economic laws behind them and make timely and reasonable business decisions. Qualified, outstanding application-oriented Business Economics talents come in handy.

3.3 Innovate Personnel Training Objectives

To offer featuring application-oriented Business Economics in universities, we must conduct bold innovation of the original training mode, from the educational philosophy to the curriculum construction, from classroom teaching way to practical training. The

key to cultivating application-oriented innovative talents in Business Economics lies in the connection between training objectives and the employer's position settings. Professional construction must rely on and serve local industrial cluster development and achieve the mutual promotion and support with the development of industrial clusters. This needs to face and solve a series of conflicts: The conflict between the school-based assessment system with a focus on academic standards and the value focusing on technological innovation and actual contributing in serving industries; the conflict between the professional structure built on disciplinary system and major setting in accordance with the application-oriented technical profession and position requirements; the conflict between the teacher qualification system established on educational requirements and academic qualifications and "double teachers" team building and flexible employment system; the conflict between the relatively closed self-contained school governance structure and university governance of application-oriented technology universities that social sectors and enterprises directly get involved in; the conflict between the internal operation mechanism of a discipline established on knowledge teaching and the seamless docking of training and demand based on true application, etc. To resolve these conflicts is a road of innovation of training objectives, implementation strategies and mode selection of application-oriented specialized Business Economic personnel.

CONCLUSION

To actively adapt to the new situation and new normal of the national and local economic and social development, reform and innovate the training objectives, strategies and approaches of application-oriented Business Economics specialized personnel, to speed up the implementation of the governance structure of institutions, the update

of educational philosophy, professional development orientation, curriculum development, "double teachers" team building, school-enterprise cooperation platform operation, scientific and reasonable evaluation system reconstruction and other issues of Business Economics, especially to adhere to industry-teaching integration and school-enterprise cooperation, to start from job setting of industries and enterprises and capacity requirements, work process, tasks and performance evaluation and to conduct real innovation in training objectives, taking different strategies and measures from the traditional business economics education to enhance the competitiveness of graduates in employment and entrepreneurship are rare development opportunities that Business Economics is facing and they are also the necessary measures to train application-oriented Business Economics specialized personnel, enhance the quality of talents and ability, effectively serve the national and local regional industrial cluster development and to won the recognition of regional industrial sectors and enterprises and students families as well as the society.

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