

## Countermeasures of E-commerce Talent Training in Higher Vocational Colleges from the Perspective of Two-way Whole Process Intervention between Schools and Enterprises

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**Abstract:** The traditional e-commerce major in higher vocational colleges has some problems in talent training. At the same time, higher vocational colleges are also the birthplace of talent training and export. In order to better cultivate e-commerce talents serving the society, schools should carry out school enterprise cooperation and work study combination with enterprises to reform talent training. Taking the e-commerce major of Bozhou vocational and Technical College as an example, the college cooperates deeply with enterprises to explore the "two-way whole process intervention" talent training mode suitable for professional development, so as to solve the problems existing in the traditional e-commerce talent training and put forward improvement strategies, in order to cultivate e-commerce professionals suitable for the current needs of enterprises and serving the society.

### 1. Introduction

In recent years, a large number of graduates from colleges and universities have been unable to meet the needs of the market due to the rapid development of e-commerce, especially the lack of professional ability in the traditional form of higher education. Therefore, colleges and universities must always maintain zero connection with the society while cultivating e-commerce professionals, and reform and improve the training mode of e-commerce talents. Introduce enterprises into the campus, carry out in-depth cooperation with relevant enterprises, and realize the training of talents under the two-way and whole process intervention of schools and enterprises. At this stage, although many colleges and universities clarify the objectives of talent training, the corresponding training mode has great deficiencies. Schools and enterprises must work together to innovate the talent training mode. Enterprises must participate in the talent training of schools and share their environment, talent information and resources, so as to realize the joint training of talents. The talent training mode of whole process intervention can better solve the problem of poor practical ability and innovation ability of college students at this stage. Vocational education should "Based on the needs of economic and social development, adhere to the purpose of service and employment orientation, innovate systems and mechanisms, promote the combination of industry and education, implement school enterprise cooperation and work study combination, and promote the connection between specialty and industry, curriculum content and vocational standards, teaching process and production process, academic certificate and vocational qualification certificate, vocational education and lifelong learning Connect. " This is not only an effective refinement of China's vocational education experience since the reform and opening up, but also a scientific guidance for the future development of China's vocational education. In fact, since the National Demonstration Higher Vocational College construction project was launched, "school enterprise cooperation" and "work study combination" have always been the focus and focus of the reform of talent training mode in higher vocational colleges. Seeing through these "focal points" and "hot spots" has profound practical significance for exploring the law of reform and development of higher vocational education and grasping the trend of higher vocational education.

The "two-way whole process involvement of schools and enterprises" model not only realizes the goal of "win-win cooperation" among schools, enterprises and students, but also brings people a lot

of thinking. First of all, from the macro level, there is an urgent need to increase the support of government policies. As an educational model, the depth and breadth of cooperation between schools and enterprises and the improvement of social benefits are inseparable from the guidance and support of the government. At present, such cooperation is mostly the independent and spontaneous behavior of enterprises and schools, lacking the active intervention, guidance and support of the government. Secondly, from the meso level, the construction of school enterprise cooperation system is particularly important. With the deepening of school enterprise cooperation, system guarantee will inevitably become an important bottleneck for the sound development of cooperation. Among them, the construction of school enterprise cooperation board system will become a realistic call. Finally, at the micro operation level, the "spiral" improvement of students' professional quality and its sustainable development are worthy of in-depth exploration. Rationally speaking, the practice of the two-way whole process intervention mode between schools and enterprises is an exploration based on the "spiral" promotion theory of people's professional quality. Setting the training period of students in enterprises as sophomores is conducive to timely check the basic situation of students' professional ability and professional quality one year after entering colleges and universities, and effectively wake up students to check and make up for deficiencies in knowledge structure, so as to adjust their learning objectives according to the facts, and consciously adjust and improve their knowledge structure after returning to school. This is of far-reaching significance for students to enter the workplace and their sustainable development in the future.

## **2. Problems in the training of e-commerce professionals in Higher Vocational Colleges**

The rapid development of e-commerce industry, from mass products to agricultural products and cross-border e-commerce, provides a broader space for the development of e-commerce industry, but also brings severe challenges. Although colleges and universities have some experience in the professional construction of e-commerce, at present, the standardized discussion and guidance on the training mode of e-commerce has not yet formed a complete and strong guiding system.

### **2.1 Single structure of teaching staff**

E-commerce is a highly practical specialty. Teachers engaged in E-commerce Teaching in Colleges and universities generally have high academic qualifications, but their practical experience is not very rich, and internal personnel with strong practical experience cannot enter colleges and universities for teaching, which makes the research on E-commerce Teaching and research theory lag, and there is a huge gap between the employment demand of e-commerce professionals and the positions of the company.

### **2.2 There are differences between teaching practice environment and enterprise application**

The traditional teaching mode of e-commerce can not meet the needs of the rapidly developing e-commerce industry for talents. The traditional teaching mode attaches importance to the explanation of theory, and students do not have the process of practical operation. Many colleges and universities establish simulation laboratories on campus, but there is still a certain gap between the simulation software and the actual platform, so it is difficult for students to participate in the actual projects of enterprises during their school years. As a result, students will encounter various problems in the process of employment, such as inappropriate majors and low wages.

## **3. Countermeasures for e-commerce talent training in Higher Vocational Colleges from the perspective of two-way whole process intervention of schools and enterprises**

### **3.1 Enterprises go deep into the construction of school e-commerce Laboratory**

If enterprises can join the laboratory construction of school e-commerce, they can first break through the original computer room pattern in terms of physical layout. E-commerce involves various roles of banks, manufacturers, logistics companies and consumers, and the operation of each role requires the cooperation of different departments. The division of physical forms between

departments and roles can make the teaching more match the actual environment of the enterprise. Whether it is to understand the e-commerce experiment or change the student identity, it will bring great help to talent training. In addition, in terms of hardware, if enterprises can participate in the research and development of software platform, the authenticity of e-commerce experiment will be greatly improved. At the same time, schools should pay attention to the reform of curriculum. Enterprises with greater influence can join the reform of school e-commerce curriculum. From the compilation of textbooks to the setting of curriculum structure or the formulation of curriculum standards, it will become a favorable way for school curriculum reform.

### 3.2 Establish e-commerce talent incubator based on the needs of enterprises

There may be a large deviation between the actual needs of enterprises for talent skills and the training direction of the school. If the school wants to become an incubator for enterprise talents, it must carry out on-demand training according to the actual situation of the enterprise and the needs of enterprises for talent skills. At this stage, the competition among enterprises is more about the competition for talents. At the same time, with the change of its business model, the standard of selecting talents is also changing in real time. There is a deviation between the graduates' own skills and the job needs of enterprises, which leads to a great gap in students' psychological quality and career planning, so that enterprises can not find satisfactory job seekers, and graduates can not find the most suitable jobs. Many of them change jobs or change jobs frequently in a short time, making their employment mentality more impetuous. Therefore, the school should dynamically innovate its education mode according to the employment status of students, combine going out with introduction, integrate the employment requirements of enterprises with college teaching, use practical training to incubate skilled talents required by enterprises, and then send students to enterprises, so as to meet the job needs of enterprises.

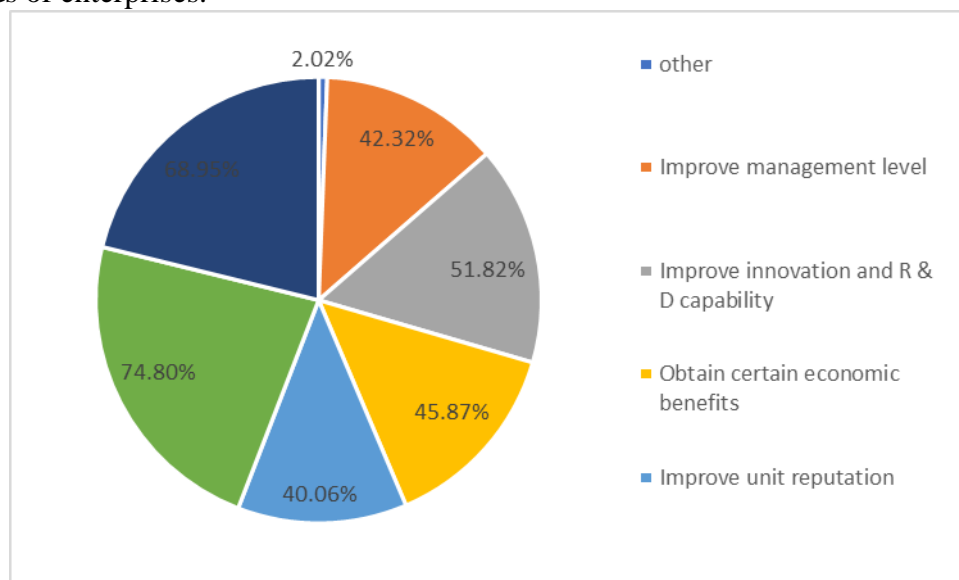


Figure 1 Proportion of profits of enterprises in school enterprise cooperation

### 3.3 Organize a "double qualified" teacher team to adapt to the two-way whole process cooperation between schools and enterprises

This "double qualified" teacher mainly means that he has professional theoretical knowledge and can carry out theoretical teaching in the classroom. At the same time, he has rich practical experience and excellent operation ability. He must also be familiar with various operation modes and technological processes of the enterprise. The most important thing for the combination of schools and enterprises is to establish this "double qualified" teacher team with the combination of full-time and part-time. However, there are still many difficulties in the construction of teachers in this model. For example, how to formulate relevant policies such as teachers' internship and temporary training

in enterprises, and how to encourage front-line experts to teach in Colleges and universities, only by solving these problems can we form a "double qualified" teacher team.

### 3.4 Effective combination of skill training and team management

When a team is formed, it is likely to span different majors. A single form of class does not meet the conditions for the formation of this team. Generally, team formation should be carried out between multiple majors and departments, so it is necessary to organize, train and manage talents of different majors. At this stage, not many enterprises can fully carry out e-commerce business. For example, schools and enterprises can jointly fund internship bases with operational nature, and companies can also regard them as subsidiaries to start e-commerce business. From the aspect of practice base, the school will become more flexible and active when arranging students or teachers for practice. In this real operation state, interns will have real work experience. If the operation is in good condition, not only the students can get the corresponding salary, but also the school will get the corresponding income. From the perspective of subsidiaries of enterprises carrying out e-commerce business, this method can effectively expand the business scope of enterprises' e-commerce. It can greatly reduce the risks brought by enterprises entering new fields and reduce the cost of their own investment. Enterprises generally have the characteristics of project engineering, but the internship mechanism in schools can not meet this characteristic of enterprises. Therefore, the establishment of teams by schools and enterprises must break through the internship mechanism. Teachers and students can be arranged to enter the project internship in batches, and the personnel can be changed after the project is completed. This can reduce the company's concerns and allow more internships. In addition, for interns, after an internship of a complete project, they will inevitably get more comprehensive work experience. The school should also carry out internal communication and smooth the handover of interns, so that each batch of interns can achieve seamless handover as far as possible.

Table 1 proportion of professional training of students majoring in e-commerce in Higher Vocational Colleges

Mode	Proportion
The school is proactive	2.22%
Enterprise support	37.03%
Private friends of school and enterprise leaders	15.26%
Government policy promotion	45.49%

### 3.5 Establish a talent evaluation system under the two-way whole process cooperation mode between schools and enterprises

In order to achieve effective cooperation between schools and enterprises, schools need to incorporate the internal human resource management implementation evaluation system into student evaluation, so as to more effectively combine talent evaluation with various links and elements in production practice, so as to highlight the strong orientation of professional practice, Work with enterprises to establish assessment and evaluation standards for students' technical ability and knowledge application level, and establish an evaluation system for both schools and enterprises. First of all, at the school stage, the school can use the "four four two" form of performance evaluation mechanism. This mechanism means that the examination scores of students account for 40%, the assessment of practical training accounts for 40%, and the defense of the final comprehensive practice report accounts for 20%. In addition, the assessment of skills should be added to the evaluation of students' performance, and the assessment of skills should be arranged in the study of courses, so that students can learn the theoretical knowledge of e-commerce, exercise relevant skills and assess their skills in real time. During training, we should pay attention to the differences between students and pay attention to the comprehensive quality of each student. When assessing skills, industry experts and college teachers can be hired to undertake the assessment work together. In addition, schools must pay attention to the evaluation of qualification certificates related to students, and carefully identify students' professional skills. The education of skilled workers not only needs the development

and drive of enterprises, but also plays the role of promoting the employment access rules of the labor market. Let the qualification certificate become the pass for students' employment, and education will be vigorously promoted by the industry and market. Schools must carry out vocational education for students before they get employed or take up their posts, give full play to the promoting role of colleges and universities in employment access, effectively provide students with vocational guidance and employment services, and broaden employment channels after graduation.

The reform of evaluation mode is an important starting point of higher vocational curriculum reform. In fact, "two-way whole process intervention" describes only a process. To ensure the effective operation of this process, there must be a supporting assessment and evaluation model. The key to the effectiveness of the evaluation mode lies in the formulation and implementation of employee ability evaluation standards. The assessment of teachers' and students' teaching performance cannot be carried out in the single plane "campus assessment" mode and standard of subject curriculum assessment. It must be constructed with reference to the assessment standards and assessment methods of enterprises for employees, with the assessment of professional ability and working process as the core, and in accordance with the role standards of "Teacher Manager", "student employee" and post assessment indicators, In order to ensure that teachers and students fully enter the professional role and intervene in enterprise management. Similarly, for enterprise employees, it is also necessary to strengthen their assessment of the performance of their roles as "teachers" such as curriculum teaching, technology research and development and student training guidance, so as to promote their in-depth involvement in the talent training process

#### **4. Conclusion**

In order to train e-commerce professionals under the two-way and whole process intervention mode of schools and enterprises, we must put practical teaching in the whole process, effectively solve the disadvantages of traditional e-commerce teaching that attaches importance to theory and ignores practice, improve students' practical ability, and enable students to work directly after graduation, so as to reduce the training cost of enterprises, And enable students to master various skills to better meet the needs of enterprises for posts. This model truly realizes the resource sharing between schools and enterprises, and has a broad application prospect.

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