

Research on Schools and Enterprises Collaborative Education to Promote Employment of College Students on Guangdong-Hong Kong-Macao Greater Bay Area Private Undergraduate Colleges

Qide Lin

School-Enterprise Cooperative Management Center,
Guangzhou College Of Technology And Business, Guangzhou, China

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Abstract: The Guangdong-Hong Kong-Macao Greater Bay Area is currently one of the regions with the highest degree of openness and strongest economic vitality in my country. Colleges and universities in the Bay Area bear the important task of cultivating innovative and applied talents in the new era. In this context, private undergraduate colleges and universities in the Guangdong-Hong Kong-Macao Greater Bay Area actively promote school-enterprise collaborative education, and vigorously introduce cross-regional educational resources and school-enterprise cooperation resources, in order to effectively promote the employment of college students and become the process of employment for college students in the Guangdong-Hong Kong-Macao Greater Bay Area.

1. Introduction

In the context of the Guangdong-Hong Kong-Macao Greater Bay Area, the demand for the cultivation of innovative and entrepreneurial talents is more urgent. The Guangdong-Hong Kong-Macao Greater Bay Area is an important construction to enhance China's international influence and radiation, but the construction of a first-class Bay Area cannot do without the support of talents and innovation. Most world-class bay areas have world-renowned universities to provide motivation and innovative support for the development of the bay area. However, the Guangdong-Hong Kong-Macao Greater Bay Area in China is a newly established bay area. To ensure the development of the bay area, it is necessary to actively promote the integration of higher education, carry out scientific teaching planning for the talents and innovations required for the construction of the Bay Area, and provide high-quality development guarantees for the construction of the Guangdong-Hong Kong-Macao Greater Bay Area. Therefore, under the background of the Guangdong-Hong Kong-Macao Greater Bay Area, build a school-enterprise collaborative innovation and entrepreneurship talent training model is not only to ensure the construction of the Greater Bay Area, to promote technological innovation and industrial innovation in the Greater Bay Area, but also to promote the development of universities themselves, to ensure the high-quality output of talents from universities, and to promote the formation and development of the Bay Area community. The establishment of a school-enterprise collaborative innovation and entrepreneurship talent training model has strong practical significance for the construction and development of the Guangdong-Hong Kong-Macao Greater Bay Area.

2. The Guangdong-Hong Kong-Macao Greater Bay Area

The Guangdong-Hong Kong-Macao Greater Bay Area includes the “Second Districts and Nine Cities” (also known as “9+2”): namely Shenzhen, Dongguan, Huizhou, Guangzhou, Foshan, Zhaoqing, Zhuhai, Zhongshan, Jiangmen, and Hong Kong and Macau. Special administrative region, with a total area of 56,000 square kilometers. At the end of 2017, the Greater Bay Area had a population of approximately 70 million and a total economic volume of more than 10 trillion yuan. It is one of the regions with a very high degree of development and strong economic vitality

in my country. The 2017 “Government Work Report” proposed to upgrade the construction of the Guangdong-Hong Kong-Macao Greater Bay Area to a national strategic layout. The construction of the Guangdong-Hong Kong-Macao Greater Bay Area has always been a work that the country attaches great importance to and is proceeding steadily. The Guangdong-Hong Kong-Macao Greater Bay Area is not only a simple geographical, industrial, and economic concept, but also a more in-depth national strategic plan for comprehensive development covering infrastructure construction, cultural exchanges, and ecological environment.

The construction of the Guangdong-Hong Kong-Macao Greater Bay Area is a major development strategy for southern my country in the new era, and it will play a huge role in promoting the economic development of southern my country and even the national economy. The construction of the Greater Bay Area is based on the economic foundations of Guangdong, Hong Kong and Macau, in accordance with scientific planning and reasonable arrangements, and on the basis of their own advantages. Make various economic factors flow fully in the area, thereby promoting economic development. The construction of such a large area requires the support of a large amount of human resources and material resources to a certain extent, and the support of talents is particularly important. New industries such as high-tech industries, new manufacturing industries, multimedia service industries, semiconductor industries, and modern light industries distributed in Guangdong, Hong Kong and Macao. These industries have a new definition of talent. In addition, the establishment and construction of a large number of enterprises has exacerbated a certain number of talent gaps. And this kind of gap precisely gives the direction of the development of private education and provides a huge demand group. The dislocation development of the Guangdong-Hong Kong-Macao Greater Bay Area and the strategy of regional individualized development have also made the demand for labor more individualized, thereby making the brand development path of private education more individualized, and driving the development and growth of private universities.

3. Theoretical Basis for School-Enterprise Collaborative Education

Tracing back to the upper concept of school-enterprise cooperation and collaborative education, the etymology of “collaboration” comes from the Greek word “Synergetics”, which means “work together”. In 1971, German scholar Heken first mentioned the concept of “collaboration” in system theory. Point out that the subsystems in the system coordinate, cooperate, or work together to produce a “ $1+1>2$ ” effect. In 1988, management experts T. Tyejee and G. E. Osland put forward the “strategic gap” theory on this basis. They believed that companies wanted to achieve expected performance goals in a competitive market environment. It is necessary to rely on the strategic alliances formed between enterprises and the strong alliances to complement each other's shortcomings, so as to fill the gap between actual performance and strategic goals. Extending the “strategic gap” theory, we can find that there are also “strategic gaps” in the development process of schools and enterprises: it is difficult to fill the “strategic gap” only by relying on the existing strength of schools and enterprises-more pursuit in the process of business operations Maximize economic benefits, reduce product costs, and rely on technological innovation to pursue economic benefits. This is in line with various schools that serve academic quality, social serviceability, and student professional quality in organizational behavior and values, human resource use, and information exchange. There are big differences in dimensions. In other words, in the process of school-enterprise cooperation and collaborative education, there are fundamental differences between the school and enterprise's interests in different appeals. How to scientifically eliminate the objective differences in interest appeals between the two parties and find suitable vehicles and projects to promote school-enterprise cooperation and collaborative education the smooth development of work has become a problem that all colleges and universities must face.

As a result, the school-enterprise cooperation and collaborative education model came into being: through the state, enterprises, and private enterprises, and the combination of industry-university-industry cooperation in running schools, to meet the needs of the industry, cultivate applied, compound and technical talents, and The actual needs of enterprises are seamlessly

connected. The school provides talents for enterprises and the transformation of scientific research results, and enterprises provide schools with internships and practical training environments, resulting in a “1+1>2” effect, making the school-enterprise cooperative collaborative education model truly a kind of Market and social demand-oriented win-win operation mechanism. In addition, with the acceleration of the process of regional economic integration, there are also endless cases of the flow of educational resources, regional education linkage reform and integration. It can be said that in the process of the practice of school-enterprise cooperation and collaborative education concepts, they are actually in the region. Under the structural framework of educational linkage, school-enterprise cooperation and collaborative education must center on the needs of regional economic entities and promote the development of local industrial structures. Therefore, the local government as the biggest promoter of regional cooperation should be the school Enterprise cooperation provides communication information, cooperation opportunities, consulting services, and coordinates the interests of both parties, giving full play to its role in communicating school-enterprise cooperation and regional economic development.

4. The Impact of the Guangdong-Hong Kong-Macao Greater Bay Area on the Employment of College Students in the Bay Area

Create more employment opportunities. On April 19, 2019, Zhaopin Recruitment released the “Report on Industrial Development and Talent Flow in the Guangdong-Hong Kong-Macao Greater Bay Area”. Zhilian Recruitment uses the data analysis of the job search platform to conduct research on the talent flow and job search situation in 11 cities in the Guangdong-Hong Kong-Macao Greater Bay Area from January to March 2019. The report mainly compares and analyzes the talent quality structure, talent flow direction, talent salary expectations, employment environment requirements and other aspects, and provides certain reference value for all sectors of society, especially job seekers and recruiters, to clarify the future direction. Looking at the Zhaolian Recruitment report, we can find that the Guangdong-Hong Kong-Macao Greater Bay Area has frequent talent preferential policies, Shenzhen and Guangzhou both increase funding and policy support for the introduction of high-level talents, and the Greater Bay Area talent policy has a significant effect on attracting external talents. The attraction to international talents continues to increase. The overall salary level of the Greater Bay Area ranks third in the country, but there is an imbalance in the supply of talents behind the strong demand for talents. There is a large demand for talents in industries such as the Internet, finance, and real estate. The demand for sales and insurance is in short supply. The demand for private enterprises is strong, but there is the dilemma of high turnover rate of talents.

Provide more entrepreneurial opportunities. The cities in the Guangdong-Hong Kong-Macao Greater Bay Area have attracted the most attention for scientific research and innovation. In recent years, economic development has gradually transformed into high value-added industries, relying more on scientific research and development and the introduction of innovative talents. Guangzhou's IT industry, biotechnology, new energy, new-generation information technology and other technology and information industries are developing rapidly. A large number of leading companies such as Huawei, Tencent, and BYD have settled in Shenzhen, creating an atmosphere conducive to scientific research and business. The entrepreneurial support platforms in the Guangdong-Hong Kong-Macao Greater Bay Area, such as Shenzhen Qianhai, Guangzhou Nansha Free Trade Zone, Hengqin Pioneer Park, etc., will certainly provide great opportunities for young entrepreneurs who have poured into the Greater Bay Area. In May of this year, cities in the Greater Bay Area jointly discussed and signed the “Guangdong-Hong Kong-Macao Greater Bay Area Development and Innovation” Young Talents Guangzhou Exchange Conference Cooperation Framework Agreement. Major leading enterprises and industry talents will work together to provide aspiring entrepreneurs Young people provide entrepreneurial experience and cutting-edge market information. Hong Kong, Macau and other young entrepreneurial groups can realize their entrepreneurial expectations with the synergy of the Greater Bay Area and the commercialized international vision.

Attract talent inflow and provide broad prospects. In addition to attracting talents from all over the country, the Guangdong-Hong Kong-Macao Greater Bay Area attracts young people from Hong Kong and Macau. This has a great impact on the employment and career choices of college graduates. Lin Shaochun, Member of the Standing Committee of Guangdong Province and Executive Deputy Governor, introduced at the press conference of “Guangdong-Hong Kong-Macao Greater Bay Area Development Planning Outline” that nearly 4,000 people from 360 teams have stationed in Hong Kong and Macau in Nansha, Shenzhen, Qianhai, Zhuhai, and Hengqin, Zhuhai. A youth innovation and entrepreneurship platform, covering fields from the Internet, finance to medicine. Hong Kong's attraction to talents mainly lies in integrating resources, building platforms, and providing a sustainable and healthy environment for entrepreneurship and innovation for young people in the Greater Bay Area. Macau is not far behind in terms of talent attraction. Its Thousand Talents Plan provides young people starting a business in Macau with an interest-free loan of 300,000 yuan to encourage more aspiring young people to participate in the construction of the Greater Bay Area.

Attraction of the humanistic environment. The development of the Guangdong-Hong Kong-Macao Greater Bay Area is centered on talents and coordinated in various aspects such as education, culture, tourism, and social security. It aims to provide the public with highly humanized public services and a good employment atmosphere. The students are very attractive. In today's urban agglomerations where young people tend to choose cultural atmospheres and pay more attention to cultural atmosphere and living atmosphere, the openness and tolerance of Lingnan culture contained in the Guangdong-Hong Kong-Macao Greater Bay Area, pragmatic and innovative features are very inclusive of young people high. The construction of the “Humanity Bay Area” in the Guangdong-Hong Kong-Macao Greater Bay Area is to provide sufficient and high-quality cultural atmosphere for residents of the Greater Bay Area's living circle, and to provide soft power support for the construction of the “International First-Class Bay Area”. The major cities in the Guangdong-Hong Kong-Macao Greater Bay Area are located in the Pearl River Delta region, which is the core area of Lingnan culture. Since the reform and opening up, the cultural exchanges and integration of Guangdong, Hong Kong and Macao have been continuously upgraded in the past 20 years. The “common culture” of the Bay Area based on the cultural background of Lingnan is taking shape. Lingnan culture is open, tolerant, pragmatic and innovative, and accepts the influx of talents from all over the country in an inclusive manner. The diversified cultural integration of the Greater Bay Area is about to come.

The impact of the household registration policy. In order to attract college graduates and the influx of employed people, the entry threshold of 9 cities in the Guangdong-Hong Kong-Macao Greater Bay Area has been lowered, and the reform of the household registration system has gradually been tilted. On January 11, 2019, Guangzhou announced the relaxation of the threshold for household entry. Guangdong, the country's first point household policy, has begun to cancel the point household policy to attract talents. In addition to Guangzhou, new household entry policies were also implemented in Foshan, Jiangmen and other cities in the Guangdong-Hong Kong-Macao Greater Bay Area on January 1, 2019, such as the cancellation of points entry and the priority of talent entry. In addition, points have been cancelled in Dongguan, Zhuhai, Zhongshan and other places. Public services, medical and economic services in big cities are all very attractive to college graduates. The 9 cities in the Guangdong-Hong Kong-Macao Greater Bay Area have lowered the barriers to household entry by such a large margin, which to a large extent will cause a wave of strategic competition for talents.

5. The Guangdong-Hong Kong-Macao Greater Bay Area private undergraduate colleges and universities coordinated education and countermeasures to promote the employment of college students

Private undergraduate colleges and universities in the Guangdong-Hong Kong-Macao Greater Bay Area should use their geographical advantages to actively strengthen school-enterprise cooperation, send students to corresponding companies for visits, learning, and internships,

continue to pay attention to the employment needs of companies, and provide targeted skills guidance to students to improve practicality. Their practical skills enable them to have a strong competitiveness when they are employed or choosing a career, gain recognition from the company, and then obtain their favorite positions and enter the workplace to realize their self-worth.

First, schools and enterprises work together to educate people through practice. To this end, the school should issue corresponding policies to vigorously support teachers to study and practice in the company. The company selects senior engineers or technicians to go to the school for “advanced studies”, and offers relevant practical courses or professional course lectures for the school; organizes professional teachers and enterprise professional technical personnel to fully Docking and collaboratively complete the design of the teaching plan. All teaching links should be completed under the premise of full negotiation between the two parties; divide the students into different groups, and the company will allocate masters for different groups. Under the joint cultivation of school teachers and corporate masters, do a good job of internship guidance. Let students go to the company for practical training, and the company will arrange relatively fixed positions according to the different majors of the students. The dual-tutor training model of teachers and company “technicians” is adopted to ensure the interconnection of corporate personnel, projects and positions, and create profits for the company during the learning process. Value, reduce the production cost of the enterprise, and truly realize the sharing of talents; transform the school’s scientific research results into the actual products in the enterprise, enhance the technological content of the products, and realize a win-win collaborative cooperation.

The second is to increase the weight of corporate internship judgment. The students’ internship training scores are jointly evaluated by the corporate master and the teachers, changing the traditional school teachers’ dominance. The teacher is only responsible for the theoretical assessment of the internship training, and the corporate master will give the evaluation scores for the hands-on operation. The internship expires and the company guides. The master comprehensively writes internship reviews based on students’ actual internship training performance. In addition, companies build internship training bases based on the actual situation of the school. The needs of the company can be incorporated into the school’s decision-making opinions as soon as possible. The requirements of the school can be reflected in the collaborative training framework as soon as possible to realize the real school-enterprise collaborative education.

The third is to resolve the employment structural contradiction between “there are no jobs” and “there are no jobs”, and broaden the choice of channels for students’ employment. In the process of school-enterprise cooperation and collaborative education, practitioners and decision-makers are prone to be independent, which leads to difficulties in employment for students and employment for enterprises. In the initial stage of school-enterprise cooperation, the school should give full consideration to the employment of future students, and give priority to cooperation with companies with strong strength, high demand for employment, and high reputation. As a result, students are fully integrated into the operation process of the company after four years of uninterrupted internship training. The internship process is the process of pre-job training and probation period, and the assessment is the process of assessment and recruitment. Qualified students formally take up their posts after graduation. Go to the enterprise and cultivate the adaptation process to effectively reduce the cost of enterprise human capital training.

6. Conclusion

The spring breeze in the Guangdong-Hong Kong-Macao Greater Bay Area will bring a trend of rapid economic development. In this wave, private undergraduate colleges and universities in the Guangdong-Hong Kong-Macao Greater Bay Area should seize the opportunities of the times, strengthen school-enterprise cooperation, and enhance the scientific research capabilities of universities. Talent cultivation ability and graduate employability have continuously provided high-quality talents for the construction of the Guangdong-Hong Kong-Macao Greater Bay Area.

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