

Research on University-Enterprise Cooperation Model in Higher Vocational Education for Private Enterprises to Go Global

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Abstract: *At present, as China's reform and opening-up deepen and the global market becomes increasingly open, private enterprises have gradually emerged as the main force in China's international economic exchanges and cooperation. Many outstanding private enterprises actively respond to the national call and actively seek development in overseas markets. Nevertheless, in the process of internationalization, talents have become one of the crucial guarantees and core competitiveness for private enterprises to successfully go abroad. For vocational colleges, their training objectives are precisely defined, oriented towards serving industrial development and social demands, and cultivating talents with an international vision and high-level vocational skills, which has become a key link in promoting the 'going-out' strategy of private enterprises. Hence, it is particularly urgent and significant to establish a talent training system in the vocational education domain that can effectively support private enterprises to go global. This paper will conduct in-depth exploration and analysis of the current talent status of private enterprises' overseas expansion, and in response to the current difficulties and problems, construct and propose the university-enterprise cooperation model of One Core, Double Approach, and Three Integration, thereby empowering private enterprises as an important force for overseas development and enhancing the quality and capability of talents for private enterprises to go global.*

Keywords: Private enterprises, Globalization, Higher vocational education, Internationalization.

1. Introduction

Under the background of global economic integration, more and more Chinese private enterprises go abroad to participate in the international market competition. However, the shortage of talents faced by private enterprises in the process of going overseas has become increasingly prominent, especially the serious shortage of high-level management talents, professional and technical personnel and compound talents with international vision. These problems not only affect the competitiveness and sustainable development ability of private enterprises in overseas markets, but also restrict the in-depth implementation of the Belt and Road Initiative. As an important way to improve the quality of talent training, university-enterprise cooperation has achieved remarkable results in many fields. However, there are still many shortcomings in the existing university-enterprise cooperation model in view of the talents needs of private enterprises going abroad. How to further innovate the university-enterprise cooperation model on the existing basis and provide more accurate and efficient talent support for private enterprises going overseas has become an urgent problem to be solved. Based on literature research and private enterprise investigations, this paper has an in-depth understanding of the current situation of talents in private enterprises going overseas, analyzes the current situation and main reasons of the shortage of internal talents, recruited talents and localized local talents, and discusses the university-enterprise cooperation mode in higher vocational education that enables private enterprises to go overseas. The advantages and feasibility of university-enterprise cooperation in solving the problem of talent shortage are analyzed, and a new university-enterprise cooperation model of One Core, Double Approach, and Three Integration is proposed, which is of great practical significance and strategic value in order to provide talents support for private enterprises

going overseas.

2. Current Situation in the Globalization Layout of Private Enterprises

In recent years, despite numerous private enterprises endeavoring to expand into international markets, the relevant recruitment of talents continues to encounter significant challenges and obstacles. Particularly in the realms of overseas business development and international management, several weaknesses have become apparent. These issues can be categorized into three primary areas: internal talent cultivation, externally recruited professionals, and local talent acquisition in foreign countries.

2.1 Lack of Relevant Capacity in Internal Talent Cultivation

Many private enterprises, while developing in the domestic market, tend to prioritize market expansion and business growth over talent team development. Consequently, as these enterprises expand internationally, they often lack personnel with an international perspective and cross-cultural communication skills. In the initial phase of international business development, private enterprises frequently consider achieving overseas expansion through the cultivation and allocation of internal talent. However, this strategy often encounters numerous challenges during actual implementation. First, the adaptability of internal talent to international environments is limited. Due to prolonged exposure to the domestic business environment, some employees struggle to quickly adjust to unfamiliar markets and cultures abroad, leading to delays in business development and suboptimal outcomes. Second, internal talent often lacks proficiency in foreign languages. Effective promotion and communication in international business

typically require fluent language skills. Many enterprise employees are constrained by their limited foreign language abilities, making it difficult to conduct efficient and accurate business interactions and negotiations with foreign clients and partners. Third, internal talents lack experience in opening up international markets. Different countries have distinct market environments, business cultures, and consumer habits. For employees without overseas expansion experience, it is easy to be at a disadvantage in new markets [1], impacting the efficiency of business promotion and market expansion.

2.2 Contradiction between Supply and Demand in the Overseas Talent Recruitment Market

In addition to internal training, recruiting experienced international business professionals from the external market is another commonly employed strategy. However, private enterprises also encounter various challenges during this process. First, there is a scarcity of high-quality international talent in the job market. Ideal candidates should not only possess proficiency in business and foreign languages but also demonstrate strong capabilities in international marketing, strategic management, and cross-cultural communication. Such multifaceted talents are extremely rare, placing private enterprises at a disadvantage in the recruitment process. Second, there is an imbalance between recruitment costs and potential returns on investment. Highly experienced international business professionals typically come with significant human resource costs. For private enterprises still in the early stages of international market entry, these high costs can impose substantial financial burdens and risks [2], potentially leading to an unfavorable cost-to-benefit ratio.

2.3 Bottleneck of Local Talents

In order to solve the limitations of local talents in foreign countries, some private enterprises have begun to focus on the training and hiring of localized talents, but there are still some difficulties and challenges. First, there is a systematic lack of localized training. Some private enterprises lack systematic and complete training plans to develop localized talents in a targeted manner. Employees are often trained gradually after they arrive at work, resulting in a decline in work effect and efficiency [3]. Second, the orientation of localized training input is vague. Although companies have invested a lot of money and time in training local employees, the training content often fails to fully match the actual needs and corporate goals. Many employees, even after training, are not fully qualified for the responsibilities of their positions. Third, they do not have a thorough understanding of culture and policies. Although local employees are familiar with the local market environment and social culture, due to the lack of Chinese corporate culture and unfamiliar with Chinese enterprises' overseas business, it is difficult to perfectly combine them. Coupled with the lack of full understanding and identification of corporate policies, many localized employees have a high turnover rate and greater employee mobility.

Therefore, based on the current situation of talents in private enterprises going abroad, higher vocational education should build a talent training system that adapts to the current trend of international development, so as to improve the

internationalization level and market competitiveness of private enterprises.

3. Building the Relevant Model for International Development of Higher Vocational Education

In view of the current shortage of private enterprises in terms of internal talents, external talents and localized local talents, based on the relevant experience of our overseas orientation class, overseas training class and localized training class in Indonesia, we will refine and summarize the university-enterprise cooperation model of One Core, Double Approach and Three Integration to empower private enterprises to serve the Belt and Road Initiative. One Core refers to the system innovation with enabling private enterprises to go overseas as the core, and the construction of tangible physical space to carry the mechanism, model and path. Double Approach refers to the vitality of cultivating intelligence to promote students to actively realize quality transition, and the power of educating people to integrate into corporate culture and shape students' corporate identity. Three Integration includes three dimensions: the integration of subject groups and professional groups, the integration of theory and practice, and the integration of university resources and enterprise resources. It covers the integration and interworking between the three elements of discipline, industry and society, and creates a trinity training mode of Internal Training + External Training + Localization.

3.1 Empowering Private Enterprises to Go Overseas as the Core

To better facilitate the innovation of mechanisms, models, and pathways, it is also essential to leverage the construction of tangible physical spaces to establish a talent training hub and an overseas development incubation base. The development of specific physical infrastructure can encompass the following components: First, the joint establishment of training facilities. Collaborate with enterprises to create internationally recognized training bases that simulate real-world business environments, providing students with practical platforms to familiarize themselves with and master overseas business operations skills and knowledge as quickly as possible [4]. Second, develop an integrated platform for industry, academia, and research. By establishing a comprehensive platform that tightly integrates industry, education, and research institutions, resources from these sectors can be pooled to achieve complementary advantages and collaborative cooperation, thereby fostering a more competitive environment for talent cultivation and innovation. Third, establish an information exchange and exhibition center. Utilize information technology to build an international information exchange platform, collecting and organizing overseas market intelligence to provide students and employees with the latest global business insights. Additionally, set up a product and service exhibition center to facilitate visits and exchanges with potential customers, thereby expanding the influence of overseas markets.

3.2 Combining Vitality and Power to Achieve the Transformation of Talent Capacity

As primary institutions for education and training, vocational colleges should comprehensively enhance students' professional skills, language proficiency, and overall quality from the perspectives of personal development and enterprise needs, guiding students to take an active role in learning and practical activities. Specific measures can include: First, we should strengthen foreign language instruction. We should establish advanced foreign language training courses, particularly focusing on languages critical for international business, to ensure that students can proficiently use these languages for work and communication. Second, we should implement case-based teaching, by integrating classic international cases with the characteristics of the global market, providing students with courses on international enterprise management and market expansion, thereby fostering their ability to analyze markets and respond to crises. Third, we should promote social practice and project operations. Arrangements for students to participate in overseas internships and enterprise-based practical projects are to cultivate their problem-solving and operational skills through hands-on experience [5], enabling them to address various international business challenges in real-world settings.

The shaping of corporate culture and the cultivation of corporate identity play a crucial role in enhancing the overall cohesion and work efficiency of an enterprise. Universities should integrate corporate culture education throughout the entire process of daily teaching and practical training: First, we should carry out corporate lectures and cultural activities. We can regularly invite representatives from partner enterprises to deliver lectures and participate in exchange activities, sharing the development processes and success stories of these enterprises. Through visits to corporate headquarters or factories, we can enhance students' understanding and recognition of enterprise culture. Second, orientation internships and employment. We can establish long-term cooperative internship programs with enterprises, enabling more students to engage in real-world enterprise environments for study and practice, thereby strengthening their cognition and sense of belonging to corporate culture. Third, we should adopt the "university-enterprise class" training model. Universities and enterprises should jointly design and operate talent training programs tailored to the specific needs of overseas enterprises, ensuring that students are exposed to and nurtured in corporate culture from the outset of their enrollment, fostering a deeper connection between enterprises and individuals [6].

3.3 Building the Relevant Integration Model

First, the integration of subject group and major group refers to the construction of interdisciplinary and interdisciplinary curriculum system and teaching mode according to the needs of enterprises. This requires universities and enterprises to carry out in-depth exchanges and cooperation in the process of personnel training, and jointly determine the objectives and specifications of personnel training. Through such integration, talents with multi-disciplinary backgrounds and composite skills can be cultivated to meet the diversified needs of private enterprises in the process of going overseas. For example, specialized courses such as international trade and marketing can be set up for export-oriented enterprises. Courses such as

international finance and human resource management can be offered to multinational enterprises. At the same time, the cross-integration between science and engineering and liberal arts can also be strengthened to cultivate interdisciplinary talents who understand both technology and management. Second, theory and practice should be integrated. The integration of theory and practice refers to the close combination of theoretical knowledge and practical operation to improve students' practical ability and innovation ability. In order to achieve this goal, universities can jointly develop practical training materials and teaching cases with enterprises, and at the same time, they can also establish off-campus practice bases and platforms for industry-university-research cooperation to provide students with more practical opportunities and platforms. Through the practice training, students can better understand and master the theoretical knowledge, and apply it to the practical work. In addition, activities such as skills competitions and innovation and entrepreneurship competitions can be held to stimulate students' innovative spirit and teamwork ability [7]. Third, university resources should be integrated with enterprise resources. The integration of university resources and enterprise resources means to realize the coordinated development of both universities and enterprises by sharing resources and achieving mutual benefit and win-win results. This includes the sharing of teacher resources, training base resources, scientific research results resources, etc. For example, universities can hire experts from enterprises as visiting professors or part-time teachers; Enterprises can also provide universities with practical training venues and equipment support. At the same time, the two sides can jointly apply for scientific research projects and achievements awards to promote the in-depth development of industry-university-research cooperation. By means of resource integration, the advantages of both universities and enterprises can be brought into full play and the quality and efficiency of personnel training can be improved.

Three Integration covers the integration and interworking among the three elements of discipline, industry and society, and provides all-round talent support for private enterprises going overseas by constructing a three-in-one training mode of Internal Training + External Training + Localization. According to the market demand and enterprise development strategy, we can determine the training objectives and curriculum. At the same time, the introduction of international advanced teaching methods and technical means to improve teaching quality and learning efficiency. In addition, it can also cooperate with overseas higher education institutions to carry out joint training projects to provide students with a broader space for learning and development. Finally, for localized local skills talents, the training base will be integrated into practical operation training. According to the needs of local market and enterprises, training bases are established to provide training equipment and environment that match industry standards. The construction and operation management of the training base are jointly carried out through school-enterprise cooperation and the combination of industry, university and research. At the same time, attention is paid to the openness and sharing of the training bases, and more enterprises and institutions are attracted to participate in cooperation and exchange activities [8].

4. Conclusion

In response to the talent shortage faced by private enterprises expanding overseas, this paper analyzes the talent deficiencies within these enterprises. Building on this analysis and drawing from the university's experience with overseas-oriented classes, overseas training programs, and localized training initiatives in Indonesia, a university-enterprise cooperation model of One Core, Double Approach and Three Integration is proposed. This model aims to facilitate the international expansion of private enterprises by cultivating students' international vision and intercultural communication skills through deep collaboration between universities and enterprises. Simultaneously, it promotes the dual guidance of cultivating intelligence and educating people, encouraging students to proactively achieve quality transitions and develop corporate culture identification. Finally, by integrating subject groups and professional groups, theory and practice, as well as university resources and enterprise resources, a comprehensive talent training mode of Internal Training + External Training + Localization has been established to provide all-round support for private enterprises going overseas. The implementation of this model will not only help address the talent shortage during the international expansion of private enterprises but also further promote the in-depth development of university-enterprise cooperation, achieving a win-win situation for universities, enterprises, and society.

Project

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