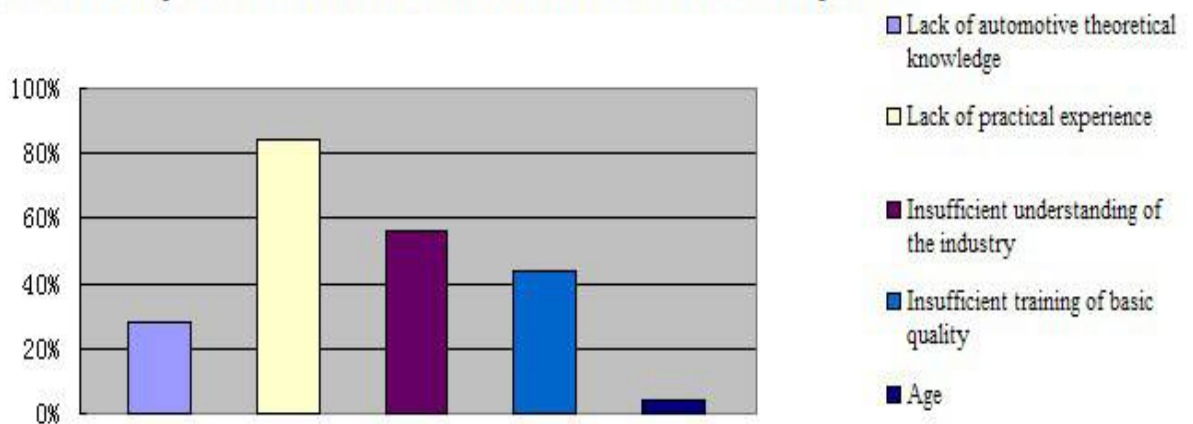






What are the fundamental problems that you don't think graduates of vocational schools can be qualified for automobile sales and service work as soon as possible?



Case Study of Chinese Vocational Education Training Mode——Enterprise Classroom

中国职业教育人才培养模式案例研究——企业课堂

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Abstract: Cooperating with the enterprise, vocational schools establish an “Enterprise Classroom” in the enterprise to cultivate automobile marketing talents. There are four stages of study in the “Enterprise Classroom” which are Cognitive Learning, Experiential Learning, Job Training, and Post working. This training mode is helpful to enhance students' awareness of specialty, experience corporate culture, strengthen professional skills, and develop their vocational capacity.

Keywords: Enterprise Classroom, Four-stage Advancing, Personnel Training

摘要: 职业院校和企业合作，在企业设立企业课堂，培养汽车营销人才。企业课堂的学习包括“认知学习、体验学习、训练、岗位实习”四个阶段。这种人才培养模式有利于增进学生对专业的认知，体验企业文化，强化专业技能，培养职业能力。

关键词: 企业课堂 四层推进 人才培养

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1. The Background of Implementation

For a long time, teaching automobile marketing professional students are mainly by school classroom teaching, off-campus internship and social practice are only limited by taking a short visit to the automotive industry enterprises, and students' cognitive level in their professional major tends to stay in perceptual level. After carrying out the deep and vast investigation among the automobile sales enterprises, we can draw a conclusion from the result that many

enterprises do not think that automobile marketing graduates of vocational schools can be qualified for automobile sales and service work as soon as possible. We have the following feedback from 70 automobile sales enterprises. See Picture 1.

Picture 1. Feedback from 70 Enterprises

We can see that lack of experience and the whole understanding of industry are two main reasons. Therefore, how to reform the traditional personnel training mode, and let the students have more close contact with enterprises which result in seeking more practice opportunities for students. It can not only make students much easier to meet the need of automobile marketing talent during the auto industry development, but also become a breakthrough for school to strengthen the construction of automobile marketing major, improving students' comprehensive skills, promoting the satisfaction of the car enterprises.

2. The Main Goal

This case mainly through reforming the traditional education teaching mode, which the school and classroom as the center, strengthening the work-integrated learning, to achieve three goals: the very first one is to conduct practice in real site for business operation, which will enhance students' understanding of the specialty, feel the corporate culture, improve the learning interest, strengthen their professional skills, strengthen the practice ability, improve the quality of personnel training, improve the internship job satisfaction and the satisfaction of the employer. The second is to make the talents meet the need of the employer, professional fitting industry need, curriculum fitting occupation need, improve the comprehensive quality of students, focus on strengthening the formation of professional quality and professional skill training. The third is to make full use of the enterprise resources, to establish the deep integrated school-enterprise cooperation under long-term operating mechanism, serve enterprises and the society, and achieve a win-win result both for the schools and the enterprises.

Innovation point lies in: one is to set up the enterprise classroom platform for talents cultivation, formed the school-enterprise cooperation new concept, build up new measures to improve the teaching and learning quality. Second, the reform of evaluation mode, implement to evaluate students' learning and practice activity jointly by enterprises, schools and students. The third is students will play different roles as sales representative of enterprise, business receptionist, market researcher and customer developer during social practice, which can exercise and improve their major's comprehensive skills, solve the problem of enterprise's short-term structural professionals lack, cultivate talents for the enterprise.

3. The Working Process

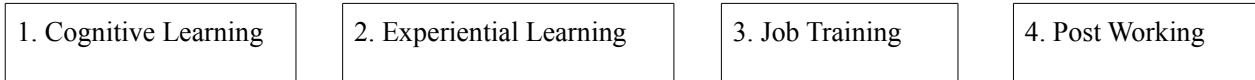
3.1. The Work Thinking

Regarding "enterprise classroom" as a bridge, we can deepen the combination of occupation and education, reinforce the cooperation between schools and enterprises. Arrange students to

"enterprise classroom" to conduct "cognitive learning, experience learning, job training, post working," these four stage pusher of teaching and practice, which truly enhance students' understanding of their professional, feel the corporate culture, improve the learning interest, strengthen their professional skills as well as strengthen the practice ability; At the same time, combining with enterprise as the school classroom teaching, forming "the campus classroom and enterprise classroom, alternately, complementing scenario simulation and post-practice, integrating professional skills and professional ", all the above method can result in a benign cycle of cultivating mode, improving the quality of personnel training.

3.2. The Working Method

3.2.1. The Research and Demonstration. In 2011, auto marketing major team carry out the vast and extent investigation in the GWQM co., LTD. (hereinafter referred to as GW), and other car retail enterprises, industry associations as well as middle and high vocational colleges , to have a more detailed understanding of the demand of the automotive industry in the students' knowledge, quality and ability. And discusses the cultivation model of "enterprise classroom" work-integrated learning benefits such as feasibility, implementation way, formed a clear train of thought on how to cultivate high-quality talents in the field of auto marketing. Thus, create and build the "enterprise classroom" work-integrated learning, four layers framework to push forward the reform of talent training mode. See Picture 2.



Picture 2. Training Mode of Enterprise Classroom

3.2.2. School-enterprise Cooperation Agreement, the Implementation of Enterprise Classroom. In September 2011, Guangdong Economic and Trade Vocational School (hereinafter referred to as the school) and GWQM, the largest car sales enterprise in south China reach a cooperation agreement, set up "enterprise classroom" in GW, the implementation of "enterprise classroom" work-integrated learning talent training mode. The two sides signed the "school-enterprise (enterprise classroom) cooperation agreement" and "enterprise classroom implementation plan", set "cognitive learning, experience learning, job training, post working," four stage pusher teaching schedule. See Chart 1. Two sides organize the implementation of installment in stages. See Picture 3.

	Period I— Cognitive Learning	Period II— Experiential Learning	Period III— Job Training	Period IV— Post Working
September, 2011	2011 Grade Students (1 week)		2010 Grade Students (1 week)	

March, 2012		2011 Grade Students (1 week)		
June, 2012				2010 Grade Students (1 week)
September, 2012	2012 Grade Students (1 week)		2011 Grade Students (1 week)	
March, 2013		2012 Grade Students (1 week)		
June, 2013				2011 Grade Students (1 week)

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Chart 1. Arrangements of Enterprise Classroom

Picture 3. Cognitive Learning of Enterprise Classroom

3.2.3. Stage Evaluation, Summary and Recognition. After the implementation of every enterprise classroom stage, the two sides (the enterprise and the school) will get together to evaluate, summarize and organize the reward activities. First of all, taking a joint evaluation by the corporate trainers and managers, school teachers and students, then summarize of the students' overall achievement in enterprise classroom learning and practice. Evaluation is based on students' performance in training courses and internship during the period of enterprise classroom, daily practice summary, weekly internship report, group summary report (PPT) and etc. Second, commendation meeting of the stage of "enterprise classroom" held jointly by the enterprise and school, will summarize and analysis the results, disadvantages and carrying out some improvement measures, during which the process of implementing enterprise classroom; To review of student's performance in the enterprise classroom, select the excellent students, jointly issued "automobile marketing professional enterprise classroom practice excellence award" certificate by the between the two sides.

4. Condition Guarantee

To ensure the smooth implementation of the enterprise classroom project, both sides have provided strong conditions to guarantee.

4.1. The System Guarantee. School has issued "school classroom management method". The two sides have developed "the enterprise classroom operation management measures", "enterprise classroom student management method", "enterprise classroom student achievement appraisal method", "enterprise classroom implementation plan", "enterprise classroom curriculum plan", "enterprises classroom leading teachers arrangement", "enterprise classroom students daily homework" and other rules and regulations.

4.2. Organization Guarantee. In order to ensure the smooth implementation of enterprise classroom, The two sides have attached great importance to every detail task. The school makes careful and thoughtful arrangements, sends the instructor teams to enterprises every day to solve the various problems, ensure the activities run smoothly. GW has clearly assigned the post internship to the department heads of the enterprise, assigned personnel to the various posts to guide students.

4.3. The Quality of Teacher Guarantee. Establish "the leading group of enterprise classroom" and "the leading group of enterprise classroom teaching". The teaching team members consist

of the corporate trainer, experienced post masters and school teachers. They are responsible for the implementation and management of enterprise classroom.

4.4. Security Guarantee. The enterprise and the school jointly make a security lecture, buy intern insurance and deliver the student by buses etc.

5. The Main Achievements, Effect and Promotion

5.1. Main Achievements

5.5.1. GW and the school discussed a vaster and deeper cooperation, both sides conduct together the common car training college research, concrete cooperation plan and more detailed cooperation and implementing measures will be forthcoming.

5.1.2. Volkswagen Brand Company officials traveled to the school, conduct all-round cooperation with the school in many ways, such as in the car show, talent supply, teacher training, serve the society. Audi brand dealers and the school have signed orders training agreement. See Picture 4.

Picture 4. Post Working Students in Audi Brand Dealer

5.1.3. The new 12 off-campus practice base, cooperative enterprises including Audi, BMW, Volkswagen, General Motors, Toyota, Hyundai and other well-known automobile brand dealers, provide students with enough intern and practice place.

5.1.4. Guangzhou International Automobile Exhibition has become a big platform for student's practice, leaders of many car sales enterprises come to the school to employ automobile marketing professional students, for who help enterprises to provide auto sales service, which all these has become beautiful scenery. Students created the satisfactory results for the enterprise, the enterprise have agreed with the solid professional knowledge and skills of the automobile marketing professional students, which promotes the thorough development work-learning integrated in the school, improves the cooperation between school and enterprise, prompt the social popularity and reputation of auto marketing professional. See Picture 5.

Picture 5. Post Working Students in Guangzhou International Automobile Exhibition

5.2. The Main Effect

5.2.1. Improve the students' learning initiative. During the classroom learning and exercise period, students become energetic, do not fear and endure hardship, learn very hard, this performance left a deep impression to corporate trainer and post-practice responsible officer.

The human resources manager of TIAN HONG co., LTD. makes the following evaluation to the students: "They have strong learning ability, strong ability to imitate, and team cooperation spirit. They will become the reserve talented person".

5.2.2. Enhance the automobile marketing professional brand influence. As south China's car sales leading enterprises, GW recruit many automobile marketing graduates from the school, this is the approval of the talent training quality. Many automobile sales companies come to the school to recruit students as the Guangzhou International Automobile Exhibition working staff. The human resource departments hire students ahead of prospective employees for the enterprises. Students professing rate, the internship job satisfaction, the enterprise evaluation, good professional brand demonstration effect have been done.

5.3 The Promotion

During the period of construction, more than 30 colleges and schools, auto industry enterprises from Guangdong Province paid visits to the school to learn the experience. They all send affirmation and praise to the "enterprise classroom" which is work-integrated learning personnel training mode, and it is worth learning and using it for reference.

6. Limitations and Existing Problems

6.1. The school-enterprise cooperation space need to be expanded, the enterprise classroom lacks of motivation mechanism

School-enterprise cooperation is not only the common requirement of vocational education, but also the soul of the professional construction. At present, most of the domestic vocational schools will cultivate talents mainly by the school, the level of enterprises to participate is not wide enough, the strength is not deep enough, which cannot fully meet the needs of the development of vocational education reform. China's economy maintained rapid development, speed up the economic structure transformation, and put forward higher request to talents training in vocational education schools. Enterprise Classroom is a kind of innovation mode of talent training, starting point is to cultivate talents jointly by schools and enterprises. At present, enterprise classroom, this kind of training mode is still in a primary stage, to promote the effectiveness of four layers, need to communicate between the two sides to continue and deepen cooperation connotation, forming a full range of talent training pattern, realize the effective link between talent supply and demand. Government policy is really necessary to be carried out to comprehensively promote the cooperation between schools and enterprises so that we can conduct a comprehensive condition, encourage enterprises and industry association and other institutions, which strengthen cooperate with schools and jointly develop talent.

6.2. Internal and external classroom have obvious contrast, a big challenge to teachers and students

Enterprise classroom is like a window for the students, the students in business class can have cognition, experience, training, and working four levels to promote learning and practice, also can have a clear understanding about system of automobile sales companies, culture, business and other aspects of their job, job skills get improved obviously. On the other hand, the students come into contact with various social idea and social phenomenon, is vulnerable to a variety of ideological influence, corporate trainer's high operation ability can left a deep impression to students, after finishing each stage of the enterprise classroom learning, then students return to school, they often compare the school's training conditions with the facilities of the enterprise, the teacher with corporate trainer, puts forward several requirements to teachers. Therefore, the teacher will raise their comprehensive business level pressure.

7. Thinking and Suggestions

7.1. The school-enterprise cooperation is the soul of professional construction. Enterprise classroom can't depart from the support of enterprises, the implementation of the reform of vocational education training mode, the reform of teaching mode, innovation education content and so on. Various aspects are inseparable from the school-enterprise cooperation.

7.2. We will intensify the reform of education teaching, the teachers troop is the key. To realize "Enterprise classroom four levels to promote" work-integrated learning personnel training mode, teachers' support is the key. Professional teachers must keep on learning and progressing, so they can accept the reform challenge of talent training mode.

7.3. The fusion and synchronization of the enterprise classroom and the school classroom in the education teaching is the key. The development of enterprise classroom, will give an opportunity to the students to have professional learning and inject in fresh industry enterprise information, the school teaching content how to do synchronization and integration, how to make the teaching management adapt to the new personnel training mode, all these put forward a severe test to the specialty construction and teaching, the school teaching management.

7.4. It is the goal that implements students, schools, businesses and society can reach win-win goal. Enterprise classroom based on the resource sharing in the enterprise and school, mutual benefit and win-win, which promote students' integration of studying knowledge, skills, training, working practices, promote the unity of the teaching, learning, working, achieve all-round development of students, improve the quality of talent training, service enterprises and the society, making students, schools, enterprises and society reach win-win, is the goal we pursue.

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