



## Difficulties and countermeasures of deep integration of college and enterprise culture in higher vocational colleges

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### Abstract

The integration of school and enterprise culture is an effective way to highlight the characteristics of vocational education and realize the seamless connection between school teaching content and enterprise post requirements. It is also an important part of the socialization process of students. Various higher vocational colleges and enterprises have taken a series of measures to achieve the integration of school-enterprise culture, and achieved some results. However, with the deep integration of school-enterprise culture, the problems of school culture and enterprise culture in the aspects of values, systems, norms of behavior and so on are constantly exposed, which affects the play of vocational education functions and the development of enterprises. Based on the above problems, this paper discusses the specific countermeasures for the deep integration of college and enterprise culture in higher vocational colleges.

**Keywords:** higher vocational education; school-enterprise culture; deep integration

### Introduction

The integration of school-enterprise culture refers to the mutual penetration of school culture and enterprise culture, the creation of educational situation in line with the requirements of enterprise posts, the recognition of enterprise value pursuit in value concept, the arrangement of relevant teaching around the skills required by the post at the institutional level, and the connection of professional ethics norms with values, specific systems and codes of conduct at the level of conduct. Make the school in the cultivation of talents in terms of the value of the concept of harmony with the value of the enterprise pursuit, the knowledge of the students and the requirements of the job skills match, students conduct and professional norms relative.

### The reality of deep integration of higher vocational school and enterprise culture

#### 1. For the positioning of higher vocational colleges, it can highlight the characteristics of vocational education

Higher vocational colleges, as things that adapt to the development of our science and technology modernization, are different from ordinary undergraduate schools in our educational structure, but are no longer secondary educational institutions. The characteristics of higher vocational education make it an important part of our higher education, and the quality of vocational education includes it in the higher level. The purpose of higher vocational colleges since its establishment is to carry its specific mission, to train for the grass-roots, production, service and management of the front line of practical, skilled senior specialized personnel. Therefore, higher vocational education should focus on the mission of higher vocational education, cultivate high quality and high skill students who have a sense of identity and strive for the corporate culture, especially the core values of the enterprise, and adapt to the needs of vocational positions and the requirements of the development of the enterprise in the aspects of shaping the

outlook on life, mastering professional knowledge and skills, and cultivating ethics.

#### 2. For the attributes of the enterprise, it can truly realize its social value

As an organization of society, enterprise has its specific purpose and corresponding social responsibilities. On the one hand, investors' pursuit of profitability is reflected. On the other hand, they must fulfill their social responsibilities by providing products needed by the society, that is, they must make the products or services they produce meet the needs of consumers. The realization of the purpose of corporate profit and the undertaking of social responsibility ultimately depend on the correct orientation of corporate value concept, the implementation of corporate system, and the recognition of corporate value by employees and their specific implementation in their posts. From the point of view of the employment situation of enterprises, quality is more important than knowledge, character is more important than diploma, ability is more important than education, the enterprise attaches particular importance to the dedication of workers, sense of responsibility, the ability to work with others, and the formation of these qualities need to be given play to the deep integration of the university and enterprise culture.

#### 3. For students, it can build a good platform for their future employment and even entrepreneurship

The deep integration of school-enterprise culture makes the educational process of the school close to the cultural positioning of the enterprise, and creates an educational situation in line with the requirements of the enterprise position. Students can understand and recognize the value pursuit of the enterprise, master the skills required for the enterprise position and understand the moral conduct required by the enterprise without leaving the campus, and truly create conditions for the future employment of students and realize the smooth employment of students. And in the work "hand fast", strong adaptability; At the

same time, it also provides good knowledge and platform for students who are interested in starting a business.

### **Problems existing in the integration of university-enterprise culture in higher vocational colleges**

#### **1. The difference between the philosophy of higher vocational education and the value pursuit of enterprises**

In running a school, higher vocational colleges advocate the cultivation of application-oriented talents with high skills needed by the society. The so-called requirement of cultivating talents with both virtue and ability is also intended to emphasize the two aspects of measuring talents, one is "virtue" and the other is "talent". Because of this, higher vocational colleges basically reflect their school-running characteristics from their school motto. Such as Zhejiang Industry and Trade vocational and technical college of "Seiko sincere trade, atmosphere Zhi Yuan" school motto. "Jing" emphasizes the need for professional skills, while "Cheng" focuses on cultivating students' ethical considerations. In recent years, the government has set up a series of policies to improve the quality of higher vocational colleges and form the characteristics of higher vocational colleges. The mastery of students' professional skills and the level of students' professional ethics are often important indicators to measure the level of higher vocational colleges. Unlike schools, companies do not aim to cultivate talents, but serve society through the social goods they provide. The value orientation of enterprises is multiple, and there is no lack of specific rules and regulations to improve the quality of internal employees. However, the important goal of enterprises is to realize their economic benefits and maximize their profits by being accepted by the society through products or services. On the one hand, the training requirement of "talents" dominates the educational philosophy of the school, while on the other hand, the materialized "products" of human labor and the profits it brings dominate the founding purpose of the enterprise. In the process of the deep integration of school-enterprise culture, the school may emphasize the cultivation and improvement of students' skills, while the enterprise will pursue the realization of economic benefits, neglecting the cultivation of students' skills, based on its profit-seeking purpose. It can be seen that there are obvious differences between schools and enterprises at the level of philosophy.

#### **2. The contradiction between the "discipline-oriented" higher vocational curriculum teaching system and the "product-oriented" enterprise post skill requirements.**

The curriculum system adopted by higher vocational colleges has different degrees of systematic consideration based on subject knowledge. The systematic teaching from professional basic knowledge to professional knowledge is similar to the subject curriculum teaching system of undergraduate education, which leads to the lack of obvious connection with the knowledge required by enterprise post skills, especially the lack of course system based on job tasks. As a result, students have a systematic understanding of professional knowledge, often with "subject-oriented" knowledge, but lack the knowledge and ability to apply what they have learned to practice.

Different from the systematic consideration of professional knowledge in schools, the knowledge required by enterprise

posts is centered on the knowledge required by the production tasks undertaken by the enterprise, and the knowledge and skills of "professional groups" are arranged according to the requirements of the job skills and knowledge required by the enterprise's work tasks and production processes. This determines that the knowledge of the post does not pay too much attention to the systematic subject knowledge related to the major, but more needs the professional knowledge and skills related to the post, that is, the enterprise focuses on the "product-oriented" or "job-oriented" knowledge and skills. It can be seen that in the arrangement of curriculum teaching system, schools and enterprises pay attention to the teaching content is different.

#### **3. There is an obvious gap between the professional skills of teachers and the skills required by enterprise positions**

The deep integration of school and enterprise culture has put forward higher requirements for the quality of professional teachers. Teachers only master professional theoretical knowledge is far from competent for teaching tasks, they need to have the production skills mastered by enterprise employees; Even if teachers have professional skills and qualifications, it is difficult for them to be qualified for the production process of enterprises without production experience.

However, the reality is that most teachers engaged in teaching work in higher vocational colleges are teachers who graduated from schools. From school to school, they lack of working experience in enterprises, and their grasp of the skills and knowledge required by the post is obviously insufficient. Even though many teachers do hold "dual certificates", quite a number of teachers only have one qualification certificate, and the level of skills is low. Due to the lack of relevant skills for enterprise posts, teachers tend to be superficial in the teaching of professional knowledge, so it is difficult for them to guide students in on-campus practical training, which restricts the deep integration of school-enterprise culture and the cultivation of high-quality skilled talents.

#### **4. The construction of training base lags behind the production site of enterprises**

In order to improve students' professional operation skills, higher vocational colleges have set up training bases on campus or production training bases jointly with enterprises to varying degrees. Since the training bases established are usually arranged based on students' understanding of the production process of products or as the basic skills for training students, few of them are actually used for the production of products. For liberal arts majors, practical training is often carried out in the way of "imitation" or "imitation", and the "imitation" or "imitation" practical training places imitate the workshop and job flow of enterprises, giving students a virtual feeling. For engineering majors, the construction of training bases is restricted by the huge investment of funds. Students' low operational ability, material cost required for production and requirements on production skills all lead to relatively limited effectiveness of students' practical training. It is quite difficult to make the practical training base the same as the production workshop of enterprises. In addition, with the development of science and technology, it is difficult for

the training base to keep up with the requirements of the production site.

### 5. The lack of "career-oriented" reflection of campus culture in higher vocational colleges

Campus is an important place for students to study and live, which has a certain impact on the formation of students' outlook on life, values, career outlook and personality development. It is self-evident that the content arrangement of campus cultural activities plays an important role in students' understanding of society and establishing their outlook on life. However, from the current situation, it is mainly used as a function of enriching extracurricular extra curricular activities for students, emphasizing the communication and entertainment functions between students, and the lack of career-orientation. The propaganda functions of higher vocational colleges such as school-running idea, enterprise value and the struggle course of successful entrepreneurs fail to become the main melody of campus culture, and campus culture fails to play a role as a platform for corporate culture propaganda, which restricts the deep integration of school-enterprise culture.

#### The specific way of deep integration of higher vocational school and enterprise culture

##### 1. The integration of the cultivation goal of the school and the value pursuit of the enterprise

The training goal of the school is the cultivation of people, for higher vocational colleges is to focus on high-quality talent training, while the enterprise is to produce "things" or provide "services", its value pursuit is to create economic and social benefits by providing products or services recognized by the society. On the face of it, the two are hard to reconcile. In fact, only when the talents cultivated by the school are recognized by the society and can provide useful talents for the enterprise, can the school fulfill its responsibilities as a social educational institution and realize the value of the talents cultivated by the school. Only when the products or services provided by enterprises are accepted by the society can the interests pursued by enterprises be realized. The common basis of the integration of the two is the play of "human's inner function". The school is to cultivate the students' inner potential to produce products for the enterprise, while the enterprise is the application of human's inner potential. In this regard, schools should focus on how to enable students to have various abilities required by enterprise production in terms of training objectives, from the determination of professional training objectives, the arrangement of curriculum system, the application of teaching methods, the setting of practical training places, assessment methods and other links to be considered, and in the above links, professional and technical personnel with practical work experience in the enterprise are involved in the whole process. So that the students can quickly adapt to the requirements of the enterprise position once they arrive at the enterprise, the "potential production capacity" learned in school into the reality of production capacity, improve the profitability of the enterprise. For enterprises, they should pay attention to the future employees in the process of school training, because it is related to the production level and innovation ability of enterprises in the future, as well as the realization of enterprise benefits.

### 2. Integration of students' moral conduct education and industry ethics

The individual is not a single abstract object, he lives in the society, and forms a variety of social relations, and the requirements of regulating a variety of social relations are the requirements of moral education in peacetime. The moral education of the school takes the core values of socialism as the main line and serves the people as the purpose. It is necessary to correct the students' employment mentality, carry on the industry value identification education, and try to make the industry, the enterprise's professional ethics relative.

Everyone should find their own place in the work. When you have a good understanding of the content, scope and nature of your job, you will naturally understand your responsibilities in that position, and also understand the consequences of shirking your responsibilities. Location means responsibility <sup>[1]</sup>. Zhang Mingshuai, the author of *Company Spirit*, believes that "sense of responsibility is a comprehensive reflection of a person's outlook on life, values and world outlook, as well as an internalization of the soul, a spiritual consciousness and a spirit of responsibility <sup>[2]</sup>." "To strengthen the sense of responsibility of students, show a master attitude. Cultivate students' spirit of high responsibility for work, and put the spirit of high responsibility for work into mind, and put it into action. Make it a student's habit to take responsibility and spill over into action.

Albert Hubbard in the United States said: "Professionalism is to respect one's profession, to take one's work as one's own, which is embodied in the professional qualities of loyalty, dedication, earnestness, meticulousness and finishing well <sup>[3]</sup>." Students should have a clear understanding of the social value loaded by occupation and the meaning of occupation to life. A career is not only a means to make a living, but also a stage to achieve one's career. At work, he should try his best to do his job perfectly, "be completely integrated with his career, and ignore everything else <sup>[4]</sup>." To pursue a career as a lifelong career is a prerequisite for success in the field you are engaged in.

### 3. Integrate the arrangement of school curriculum content with the requirements of job knowledge and skills

In the construction of curriculum system, the construction of vocational ability - based curriculum system. The curriculum system is developed with the training of vocational ability as the center, and the vocational ability is decomposed into the abilities of various positions that the profession may engage in. The knowledge and skills that form the ability of this position should be clarified, and the course system of this major should be determined by which projects are driven or which tasks are completed. Therefore, the curriculum content of the school is constructed according to the thinking of "vocational post - task field - action field - learning field". The "what to learn" in the field of study depends on the "what to do" in the post, and the course system of vocational competence is determined by the work process-oriented.

In terms of teaching content, higher vocational education should highlight its vocational attributes, course content should match the skill requirements of post groups, and pay attention to the ability to use knowledge to solve practical

problems of enterprises. In terms of the choice of teaching content, the knowledge and skills required by post tasks should be taken as the teaching content, and the training of post skills should be highlighted. More than 2,000 years ago, ancient Greek philosopher Aristotle believed that "we learn by doing what we should do after learning what we can do" <sup>[5]</sup>, which means "learning by doing", strengthening the training of students in real positions. We should break the previous undergraduate education model dominated by "subject", and arrange the teaching content according to the knowledge and skills needed to complete the job tasks.

#### **4. Integration of professional teachers and enterprise masters**

Strengthen the efforts of professional teachers to practice in enterprises. The "Decision on Vigorously Developing Vocational Education" clearly requires the establishment of a system of vocational education teachers to practice in enterprises, and professional teachers must have two months every two years to practice in enterprises or production services. The purpose is to understand and master what kind of skills enterprises need, what kind of skills the post needs, what kind of skills the production of products needs through the enterprise practice of teachers, really learn the professional theoretical knowledge into technical knowledge, apply the theory into practice, so as to truly master the professional theoretical knowledge, "deviate from the principle of combining theory with practice, Teaching teachers theoretical knowledge without helping them put it into practice is a futile exercise <sup>[6]</sup>." Teachers should be able to operate production positions in enterprises like enterprise masters, so as to effectively carry out theoretical teaching and improve the ability to guide students in practice.

Teachers should be encouraged to take part-time jobs in enterprises to teach with dual certificates. "Dual certificates" refers to the professional and technical qualification certificates of teachers and the technical qualification certificates of enterprises. Teachers engaged in vocational teaching should hold "dual certificates" to take the post. However, from the perspective of the existing composition of professional course teachers in vocational colleges, "dual certificates" are basically realized, but at a low level. It is not commensurate with the teaching task it undertakes to guide students. Of course, there are policy barriers, too. In some industries, part-time workers are not allowed to be assigned higher skill titles. Therefore, the school level should try its best to create conditions for teachers to practice in enterprises or take part-time jobs, and the government should provide possible space for teachers in higher vocational colleges to improve their professional skills from the level of policies and even regulations.

To improve teachers' professional theoretical knowledge, especially their ability of scientific and technological research and development. Professional theoretical knowledge can't be emphasized too much for teachers in colleges and universities or higher vocational colleges. German jurist Wilder Weiss warned legal practitioners that "if a practitioner, such as a judge or a lawyer, lacks basic theoretical knowledge, he cannot be called an excellent practitioner" <sup>[7]</sup>. After all, theory has the function of guiding practice. Of course, theory itself also needs to be supplemented and amended in practice. "Focusing solely on learning skills does not give teachers the deep understanding

of theoretical knowledge they need, and without this deep understanding, it is difficult for teachers to respond flexibly to the complex and changing day-to-day teaching." <sup>[8]</sup> At the same time, teachers' ability of scientific and technological research and development should be improved. The deep integration of school-enterprise culture is not only that teachers in schools can be like masters in enterprises. As a component of higher education, they should also be able to solve practical technical problems faced by enterprises and have the ability to solve technical problems. And to provide technical services for enterprises especially to overcome the technical problems of enterprises as a sign of vocational college teachers' teaching ability. However, in view of the current situation of higher vocational teachers, it is still a long way to improve the scientific and technological research and development ability of professional teachers.

#### **5. Integration of training base and production workshop**

The training base on campus should focus on creating a real working environment for enterprises. Students' knowledge must be transformed into ability by means of practical teaching platform. The campus training base, as a teaching platform, is a place to cultivate students' practical ability. On the one hand, it is a part of the school's practical teaching, and also an important link for students to realize the docking with enterprises. We should pay attention to the "authenticity" of the campus training base. In terms of hardware facilities, the space design and equipment placement of the training site should be consistent with the production workshop of the enterprise. From the aspect of software construction, such as the publicity of safety rules and regulations, product production process, students' dress, 5 attendance requirements should have strict regulations, and strict management. There should be value propaganda showing the characteristics of enterprise culture, such as "quality first, customer first", "quality is the life of the enterprise", pay attention to creating a professional atmosphere, to create a real working environment as the core, so that students enter the training base as if they enter the production workshop, as if they are not a student but as an employee of the enterprise. Students can master the basic process of product production or service through the practice of the campus practice base, and master the basic operation skills required by the post initially, so as to create conditions for the integration with the requirements of production post in the future.

To improve the construction level of off-campus practice teaching bases jointly built by schools and enterprises. The off-campus practice teaching base is generally built in the enterprise which has a cooperative relationship with the school, usually in the form of a production workshop of the enterprise. From the perspective of hierarchy, it is more real than the training base on campus. However, from the practical situation, there are still many problems in the construction of off-campus practice teaching base. From the perspective of enterprises, due to the large amount of investment in the construction of training base and the limited operation ability of students, their proficiency is far from that of skilled workers in enterprises. The more realistic problem is that students will produce a large number of waste products. Thus, the participation and enthusiasm of enterprises are affected. Therefore, in order to

achieve the effect of the deep integration of schools and enterprises, the government's financial support to a certain extent is necessary. In the arrangement of practical training positions in enterprises, students, as a party of enterprises, should stand more in the position of students, consider the correlation between students' practice content and jobs, and achieve the integration of "homework" and "product". To avoid the situation that enterprises disregard the practical effect of students based on their own profit considerations, so as to truly enable students through the off-campus practice teaching base on the post practice, the organic unity of "training" and "production", so as to truly enable students to master the job skills, so as to quickly adapt to the requirements of vocational positions in the future.

## 6. Highlight the professional character of campus culture construction

In the higher education system of higher vocational colleges, it is not so much the family name "Gao" as the emphasis on its "vocational" character, and the training of highly qualified modern skilled talents. Therefore, it is decided that the campus culture construction of higher vocational colleges should reflect its vocational characteristics more while advocating the high culture shaping for students. The education of school running idea, enterprise value culture, innovation and entrepreneurship in higher vocational education is integrated with the enterprise culture, so as to create a vocational environment conducive to the formation of students' professional character. To be specific:

Campus culture propagandizing and inculcating corporate culture based on values. While attaching importance to the pursuit of high cultural taste and high value advocated by colleges and universities, we should permeate the campus culture of higher vocational colleges with enterprise culture. The core values of corporate culture, such as dedication, quality, efficiency, innovation, integrity and cooperation, should become the direction that campus culture is committed to pursue, and truly reflect the school-running philosophy of vocational education service enterprises in the construction of campus culture, so that the core values of enterprises are rooted in the minds of students. As Jim Collins, the author of "Built to Last," says, "What really makes a company last is the core values that are deeply rooted in the hearts of its employees. "The presentation of successful entrepreneurs on a regular basis has not only their successful stories of entrepreneurship, but also their tortuous experiences and even failure process, which is of enlightening value to students' study and work. At the same time, the arrangement of entrepreneurship education and entrepreneurship design competitions in schools should also aim at building corporate culture.

Corporate culture is the material carrier of campus culture. From the arrangement of school motto to training base and even classroom structure arrangement; From the stories of successful entrepreneurial students posted on the bulletin board to the stories of successful entrepreneurs in the classroom hallway; From the Posting of the rules and regulations in the campus training base to the arrangement of the specific production process in the off-campus training base, students are infused and edified the corporate culture from an intuitive perspective from different aspects.

In short, the deep integration of school-enterprise culture requires the campus culture of the school to penetrate the

culture of the enterprise, and introduce the culture of the enterprise into the material level, the system level and the conduct level. As the concept and guiding goal of corporate culture, the core values of the enterprise and the various institutional arrangements of the enterprise are the concrete embodiment of the core values of the enterprise and the main symbol of the enterprise civilization. They should not only become the code of conduct of the enterprise staff, but also be recognized by the students of vocational colleges. Of course, the deep integration of school-enterprise culture requires the joint participation of schools and enterprises, the enterprises to assume more social responsibilities, and the government's strong policy and financial support based on the overall situation and long-term goals.

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