Research on the Training Mode of School-Enterprise Cooperation in MBA—Take Northeast Petroleum University as an Example

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Abstract. MBA education aims to train high-level managerial personnel who are practical, composite and applied to meet the needs of high-level management of industrial and commercial enterprises and economic management departments. The important way of MBA personnel training is school enterprise cooperation. Taking the MBA training of Northeast Petroleum University as an example, this paper explores the construction of school-enterprise cooperation model in MBA personnel training. Based on the comparison of school-enterprise cooperation modes in the field of Vocational education, a project-oriented school-enterprise cooperation mode suitable for MBA personnel training needs is constructed.

Introduction
The Master of Business Administration (MBA) is a master's degree in business administration. The MBA aims at cultivating practical, composite and applied high-level managerial personnel who can meet the needs of high-level management in business enterprises and economic management departments. MBA education in China started late but developed rapidly. In 1991, there were only 9 schools offering MBA degrees in China, and 258 in 2018. It has increased by nearly 30 times in 27 years. A large number of excellent talents have been transported for the country's economic construction. After more than 20 years of rapid growth, MBA education has entered a stage of intensive development. How to cultivate outstanding, high-level management personnel suitable for the needs of social development is the key to improve the quality of MBA teaching in business schools. It is in this context that this topic is selected, and its results are not only of positive significance to promote the reform of MBA training in our school, but also a beneficial attempt in the theoretical research of MBA training reform.

Necessity of the School-Enterprise Cooperation Training Mode in MBA Education
MBA education in China started late, but developed rapidly. At present, there has been a partial surplus of domestic MBA education resources. As an MBA education and training institution, only by constantly improving the quality of teaching can we compete with the same kind of colleges and universities in the competition for excellent students, in order to city colleges and universities in the competition for continuous development.

MBA training is different from academic master's degree. Education for postgraduate education focuses on theoretical study and academic research. The MBA project aims at training high-level managerial personnel who are competent for industrial and commercial enterprises and economic management departments, and focuses on the training of commercial actual combat and operational ability. But in the past 20 years, China's MBA education is in a long-term crazy, many business schools MBA specialty is based on the original academic master's specialty added. Therefore, both the teaching staff, teaching mode, and educational resources are basically the same as the academic master. As a result, many domestic MBA training institutions have the typical characteristics of "academic master". It does not highlight the characteristics of MBA as the main training target with applied talents.

In order to overcome this problem, our school has been insisting on the cultivation of MBA students' practical ability since the MBA training work was carried out in 2011. The MBA students
have been trained by the Double Tutorial System of cooperation between the tutors inside and outside the school. The double tutorial system is a beneficial attempt to train MBA students by school-enterprise cooperation, but it is found that this method is obviously inadequate in practice. First of all, in the dual tutorial system, outside school tutors are not involved enough. Secondly, in the dual tutorial system, outside-school tutors generally participate in the training of trainees as individuals, and their units do not participate. Thirdly, there is a lack of systematic overall planning on the choice of off campus tutors. In the practice of the two-faculty system, the author believes that school-enterprise cooperation is a beneficial attempt to further improve the quality of MBA business schools in the future. School-enterprise cooperation is a “win-win” mode of education that meets the needs of society, meets the market, cooperates with enterprises, and combines practice with theory.

Comparison of School-Enterprise Cooperation Training Mode

At present, the school-enterprise cooperation training model is most widely used in the field of Vocational education, and the corresponding academic research on the school-enterprise cooperation model is also mainly concentrated in the field of vocational education training. The common mode of school enterprise training is as follows:

1) Order Education. Order education is also called “talent education.” It refers to the training institutions for the individual employer needs a small number of people, more decentralized posts, self-development and labor security departments agreed to organize a clear direction of employment skills training; employing units can also put forward labor demand to the labor security department, by the labor security department to entrust training institutions planned. Organize and implement according to the employment needs of employers. After examination and appraisal, the employing unit and the training object meeting the conditions for subsidy sign a labor contract for one year or more and pay social insurance for them.

2) Working and learning mode. The combination of Working and learning has a long history. It can be traced back to the Sandwich Education, which was implemented by the Engineering Department of Sundert and Technical College and the Department of Civil Architecture in 1903. The reason why the work-study education model can last for 100 years is mainly attributed to its practical concept, that is, to take the occupation as the guidance, to improve the students' employment competitiveness as the goal, and to take the market demand as the operating platform.

3) Teaching and practice mode. In order to understand the products, production technology, business philosophy and management system of the cooperative enterprise, students should receive the education of enterprise culture, professional ethics and labor discipline in advance, cultivate students' strong sense of responsibility and ownership, and go to the cooperative enterprise to work in the process of production and exercise of the enterprise. Work flow and so on carries on the spot observation and the study; If has the condition may arrange the student to participate in the related work on the spot, manufactures the product personally, participates in the product management, grasps the post work knowledge more systematically, strengthens the cooperation consciousness, the employment consciousness and the social adaptation ability effectively.

4) Practical training mode. Students in school are mainly engaged in professional ideals, professional ethics and professional basic knowledge, professional skills, while in the enterprise practice period is mainly to train students' practical ability and comprehensive vocational ability. When the post practice is over, the students can sign a work contract with the intern in accordance with the principle of “two-way choice” and continue to work in the enterprise, so that they can go to work and complete the transition from college to enterprise. This form of school-enterprise cooperation is a more common and mature model, its advantages are that students are easy to manage, there is a certain amount of professional knowledge in post practice, to complete the transition between colleges and enterprises is relatively smooth.

The above four models have their own advantages, which are mainly applied to the training of students in the vocational education stage. Although MBA education is different from vocational education in practice, it mainly focuses on the training of commercial practice and operational ability. The output of vocational education mainly focuses on the first-line professional and technical
workers, while the output of MBA projects is aimed at cultivating high-level managerial personnel capable of industrial and commercial enterprises and economic management departments. Therefore, for MBA education, we cannot imitate the mode of school enterprise cooperation in the field of vocational education mechanically. MBA training is different from vocational education, its training model cannot be mechanically imitated, whether in theory or in practice need to do in-depth exploration.

4. Summary

MBA Training Mode of Northeast Petroleum University

The economic management of Northeast Petroleum University (NPU) has been exploring continuously since the MBA teaching and training program was launched in 2011. It has made fruitful achievements in target orientation, teacher training, curriculum design and brand building. At present, Northeast Petroleum University Business School mainly interacts with enterprises through classroom lectures, lectures and student internships. At present, the main problem of the existing mode of cooperation lies in the lack of motivation and enthusiasm. As shown in Figure 1, under the existing cooperative model, enterprises provide a platform for business schools to cooperate. Business schools mainly provide consulting services for enterprises for the purpose of investigating and collating teaching cases. Although it is helpful to the operation of enterprises to a certain extent, it has not formed a stable cooperative mechanism. In this cooperative model, business schools mainly provide consulting services. Teaching needs to arrange time and content for the main arrangement, rarely for the specific projects of enterprises to provide a full range of consultation services. Under this cooperative mode, the professor organizes the students to conduct the research, but the case discussion and the plan design are mainly for the purpose of teaching discussion, and the interaction between MBA students and enterprises is weaker. In addition, the cooperative form of hiring enterprise experts to conduct special reports is just that the entrepreneurs share their management experience and heart to the students, and the students can not carry out the case experience under the simulation of the situation.

![Figure 1. NPU MBA school-enterprise cooperation mode.](image)

At present, the development of MBA education in our school mainly meets the following three problems. First of all, limited by geographical restrictions, our school enrollment is limited. Secondly, most of the MBA education in traditional business schools in China shows the characteristics of homogenization. Thirdly, with the rise of network business schools, enterprise business schools and social training institutions, the MBA program in our school has been hindered from obtaining high quality students. Under this background, the project team intends to explore the reform of MBA teaching mode in order to promote the development of MBA education project in our university.

Comprehensive development experience of many business schools at home and abroad, as well as the actual situation of our school. The author believes that our school should actively explore the way of project oriented cooperation between schools and enterprises in MBA education. To overcome geographical restrictions, attract more excellent enterprises to participate in resources and attract more outstanding MBA students.
The project led school enterprise cooperation mode refers to a school enterprise cooperation mode dominated by enterprise consulting projects.

First, for enterprises. In this cooperation mode, enterprises from the participants to the object of service, business schools set up MBA project thematic groups for different enterprise projects, specifically for the relevant issues of enterprises to conduct research, discussion, and provide corresponding consulting services for enterprises to reference. On the other hand, in this project-oriented school-enterprise cooperation, students will have more opportunities to communicate and exchange with enterprises, in the project cooperation for enterprises to provide a convenient opportunity for personnel recruitment.

Secondly, for students. Most MBA students come from the management of industry and commerce. They have relevant working experience. The main purpose of their continuing study is to improve the management level. Under this qualified mode, the trainees will have more business opportunities, which is conducive to the improvement of their management ability in the short term.

Again, for colleges. On the one hand, it solves the problem of insufficient enterprise resources in school enterprise cooperation. On the other hand, we can enhance the overall teaching ability of the teaching team in project consultation. At the same time, we can overcome geographical restrictions and attract more foreign businesses and trainees.

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References

