

The research and practice of inducing enterprises to enter the university post training in e-commerce specialty

Jiabin Si

Hainan College of Software Technology, Qionghai, 571400, Hainan, China

haizhinansi@163.com

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Abstract: In the context of the integration of industry and education and collaborative education between schools and enterprises. E-commerce majors work closely with enterprises, and through the research and practice of four key links of the project-project objectives, project preparation, project implementation and project assessment, enterprises have been successfully introduced into the school, and a customer service post training project for e-commerce and energy-saving merchants has been jointly carried out. This program effectively enhances the students' post vocational skills and professionalism, and strengthens the practical operation ability. It has been recognized and praised by students, schools and enterprises.

1. Introduction

With the development of social economy and the adjustment of industrial structure, the demand of enterprises for talents is getting higher and higher, and at the same time, it also puts forward new requirements for the cultivation of talents. In order to better meet the needs of enterprises and improve students' practical operation ability and professional quality, introducing enterprises into schools has become a new educational model. E-commerce majors and enterprises in close cooperation, research and practice of e-commerce festival e-commerce customer service job training. As shown in Figure 1. A total of 273 students participated in this practical training program, which effectively enhanced the students' vocational skills and professionalism, and strengthened their practical operation ability. It has been unanimously recognized and praised by students, schools and enterprises. The e-commerce festival e-commerce customer service job training program is shown below:

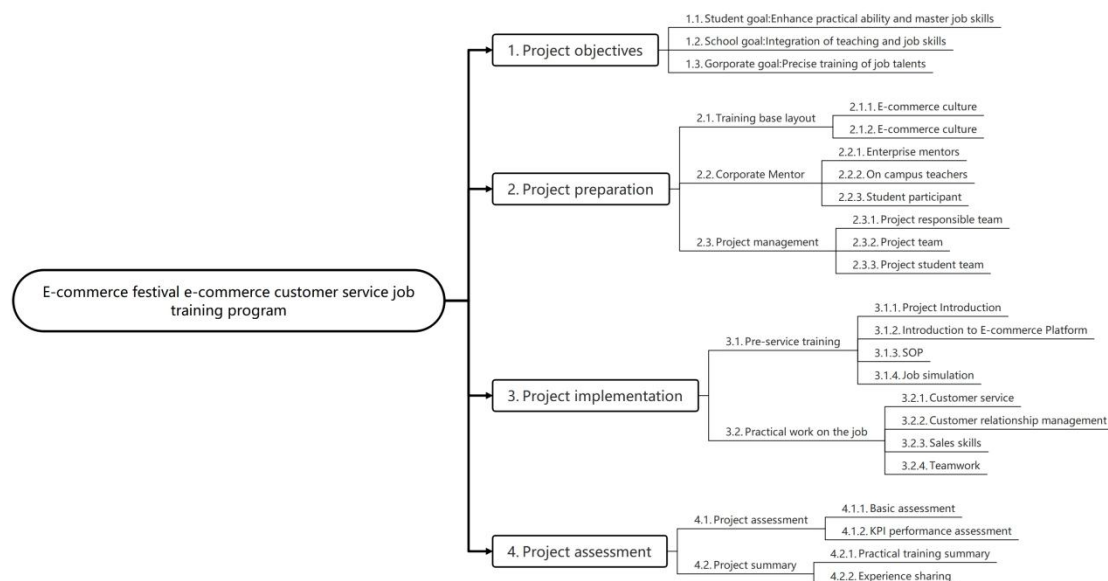


Figure 1 E-commerce festival e-commerce customer service job training program

2. Project objectives

The customer service post training project of e-commerce and electricity-saving merchants relies on the framework of school-enterprise cooperation. E-commerce majors and enterprises through many research and practice, to serve students as the core, fully consider the needs of students, schools, enterprises and develop tripartite project goals.

2.1 Student goal

Students understand and master the actual operation process and vocational skill requirements of the enterprise's e-commerce customer service positions, improve the practical operation ability and problem solving ability, and thus enhance the e-commerce vocational skills and vocational literacy through the e-commerce customer service position practice during the e-commerce festival.

2.2 School goal

Through introducing enterprises into the school, the school carries out in-depth school-enterprise cooperation with enterprises, jointly researches and implements practical training programs, reforms the traditional teaching mode, strengthens the practical training of students' vocational skills, and solves the problem of disconnection between teaching and job skills. [1]Teachers participating in the school-enterprise cooperation program can also improve their practical skills and practical teaching ability, and promote their personal growth into "dual-teacher" teachers.

2.3 Corporate goal

Through in-depth cooperation with the school, the enterprise forms a team of school-enterprise cooperation teachers with professional teachers in the school, and accurately cultivates the urgently needed professional talents in the school to help the enterprise develop rapidly.

The implementation of the practical training program for e-commerce customer service positions in the e-commerce festival not only improves students' e-commerce vocational skills and professionalism, but also promotes the reform of the teaching mode and the growth of the teaching team. In addition, the practical training program also promotes the in-depth cooperation between enterprises and schools, realizes collaborative education, and makes positive contributions to the development of the local economy.

3. Project preparation

After determining the project objectives, project preparation is carried out. This includes the layout of the training base, project participants, and project management.

3.1 Training base layout

The layout of the campus training base is an intuitive manifestation of the introduction of enterprises into the school, and through careful planning, it can create a practical teaching environment similar to the work environment. In the campus training base, the layout work is mainly carried out from the following two aspects:

3.1.1 Corporate culture

The environment layout of the training base fully reflects the corporate culture, allowing students to immerse themselves into the workplace environment. First of all, the arrangement of daily office equipment such as seats and computers in the office area is completely set up in accordance with the working environment of the enterprise, so that students participating in the practical training can be more quickly integrated into the workplace.

3.1.2 E-commerce culture

In order to better integrate e-commerce festival culture into practical training and strengthen students' professional awareness. The walls, desks, and other public areas of the training base are decorated around the e-commerce festival culture. Various printed e-commerce festival posters,

banners, small slogans, balloons and other decorative objects can be seen everywhere, creating a strong e-commerce festival atmosphere. In addition, each participating student uniformly wears headdresses, scarves, chest stickers and other ornaments with different E-commerce festival encouragement phrases, which makes the whole training base full of E-commerce festival atmosphere, and makes the students more involved in the workplace. This kind of decoration is not only ornamental, but also can effectively enhance students' participation and work enthusiasm. At the same time, encouraging language for the e-commerce festival through decorative objects can further enhance students' perception and understanding of the e-commerce festival culture, and improve their professional literacy and practical abilities.

Through the above measures, the arrangement of on-campus training bases not only provides students with a good practical teaching environment, but also further promotes students' recognition of corporate culture and understanding of the culture of the E-commerce Festival.

3.2 Corporate Mentor

3.2.1 Enterprise mentors

Enterprises dispatch experienced professionals as mentors according to project requirements. With rich practical experience and professional knowledge, the enterprise mentors are mainly responsible for business guidance and student management during the operation of the program. The enterprise mentors and the teachers on campus form the "enterprise mentors + teachers on campus" school-enterprise cooperative teaching team to jointly guide and assess the practical training program. The participation of enterprise mentors not only provides valuable practical experience, but also strengthens the cooperation and communication between the enterprises and the school, which helps to improve the students' practical operation ability and professionalism.

3.2.2 On campus teachers

The college organizes teachers of e-commerce majors to participate in the project according to the project requirements. Teachers have solid theoretical knowledge and teaching experience, and mainly assist the enterprise instructors in business guidance and student management. Teachers' participation enables the school to better interface with enterprises, and is also conducive to teachers' updating and improving their own practical teaching level.

3.2.3 Student participant

The participating students are the core component of the practical training for e-commerce customer service positions during the E-commerce Festival. The students participating in the practical training are mainly composed of freshmen and sophomores. Have certain theoretical knowledge and skills of e-commerce.

3.3 Project management

Throughout the entire training process, a three-level management structure was adopted to ensure the smooth progress of the project.

3.3.1 Project responsible team

It is composed of the enterprise project supervisor and the person in charge of the e-commerce profession, and its main responsibility is to plan, organize and guide the whole practical training project. The project responsible group will work together to formulate the practical training plan, clarify the project objectives and ensure that the project is carried out according to the plan. In addition, the project responsible group will pay close attention to the students' performance and make timely adjustments to the teaching strategies to ensure that the students can get effective guidance and feedback.

3.3.2 Project Team

Form a team of 5-8 groups, Each group has its own team name and slogan. Each team has a corporate team leader and a professional teacher for guidance and management. The main task of the

project team is to supervise and evaluate the performance of each team, provide necessary guidance and suggestions. At the same time, communication and competitions between teams will be organized to stimulate students' competitive awareness and improve their teamwork ability.

3.3.3 Project Student Team

Form a team of 5-8 groups, each group has its own team name. Each group elects a leader, who is usually a student who is usually in good academic standing. The main responsibility of the leader is to coordinate the cooperation among the group members and to ensure that each member is able to participate in the team's tasks. Each team will be assigned a corporate teaching assistant for direct instruction to provide students with professional guidance and assistance. Students are encouraged to utilize their creativity and teamwork spirit to solve problems and complete tasks together.

Through this three-level management structure, comprehensive guidance and management of students can be achieved. During the practical training process, students engage in internal competition in the form of small groups. Through teamwork and competition, students have developed professional qualities such as teamwork and communication skills. Learned how to communicate with others effectively, coordinate work, solve problems, and common progress. By competing with different teams, students gain a better understanding of their strengths and weaknesses, thereby improving their professional skills and abilities in a targeted manner. The introduction of this team collaboration and competition mechanism provides students with a more realistic and practical work environment.

4. Project implementation

After sufficient preparation, carry out project implementation. The project implementation is divided into two stages: pre job training and on-the-job practical training, and students will undergo practical training according to the plan. The training time is arranged according to the actual situation of the e-commerce festival, usually lasting 14 days, and the training location is the on campus training base. The enterprise will provide e-commerce customer service positions and dispatch professional personnel to provide job guidance and assessment for students. At the same time, professional teachers on campus will also participate in practical training guidance, providing theoretical support and practical guidance. Through this collaborative approach, students can better master the skills and literacy required for e-commerce customer service, and improve their practical operational abilities.

4.1 Pre-service training

The pre-service training lasts for 4 days. It includes four training components: project explanation, e-commerce platform explanation, SOP and job simulation.

4.1.1 Project Explanation

This part mainly explains the overall situation of the practical training program, service standardized language, difficult problems handling process and other aspects. Through in-depth explanation, students fully understand the objectives, substance and specific requirements of the practical training, so as to clarify the tasks they need to accomplish in the project and achieve the goal.

4.1.2 E-commerce platform explanation

This part mainly explains the operation mode, characteristics and service content of the e-commerce platform used, as well as the use methods and skills of common pages and functions. At the same time, it also explains the skills and expressions of how to communicate with customers, as well as the processes and methods of how to deal with complex problems and challenges. Through the explanation of these contents, students are familiar with the use methods and skills of e-commerce platforms, and improve service quality and efficiency.

4.1.3 SOP

This part mainly explains the workbench, indicators, business and case analysis and other aspects

of the content. Through the explanation of these contents, students can understand the knowledge and skills of the business field involved, master the methods and skills of viewing the details of personal indicators, and improve the ability to solve practical problems through case analysis.

4.1.4 Job simulation

This part is mainly in the real e-commerce platform, in the capacity of e-commerce customer service positions to simulate the reception of customers, to test whether the students mastered the knowledge learned in the training. Through the simulation of real scenes, students better understand and master the workflow and skills of e-commerce customer service, to prepare for the subsequent positions of the actual combat.

4.2 Practical work on the job

The job practice lasts for 10 days. At the end of the pre-service training, students will apply the knowledge and skills learned in the pre-service training phase to conduct real e-commerce customer service job practice training. This phase is the core of the practical training program, helping students to fully master the vocational skills of e-commerce customer service and improve their practical ability.

4.2.1 Customer service

Students will be responsible for tasks such as greeting customers, answering customer questions, and processing orders. In this process, students need to utilize the communication skills and service processes they have learned to provide excellent customer service. At the same time, students need to learn how to deal with complex issues and challenges and improve their problem-solving skills.

4.2.2 Customer relationship management

Students will learn how to maintain customer relationships and increase customer satisfaction. By understanding customer needs and psychology, students will be able to better communicate with customers and provide personalized service. Students will also learn how to handle customer complaints and disputes to increase customer satisfaction and loyalty.

4.2.3 Sales skills

Students will learn how to make an effective sale. By understanding product characteristics and market demand, students can better provide customers with appropriate goods and services and guide customers to consume. In addition, students will also learn how to provide quality after-sales service and customer relationship management to enhance customer satisfaction.

4.2.4 Teamwork

Students will learn how to work together in a team to complete practical training tasks. Through communication and collaboration with classmates in the group, students can better complete their work tasks and improve work efficiency and quality. At the same time, students will also learn how to communicate with senior enterprise teaching assistants and professional teachers, receive guidance and feedback, and constantly improve their work level.

5. Project assessment

After the implementation of the project, the assessment of the project is divided into project assessment and project summary. Enterprises and schools, as project examiners, make objective and comprehensive evaluation and feedback on students' practical training results. Project summary allows students to find problems and deficiencies through summarizing practical training, propose improvement measures, and provide reference for future study and employment and continuous improvement.[2]

5.1 Project assessment

Project assessment is a rigorous evaluation system, using the percentage system scoring, including basic assessment and KPI performance assessment two parts, each accounting for 50% of the assessment score.

The basic assessment component focuses on the minimum requirements that students should meet in accomplishing the job tasks of the position. This part of the assessment is relatively basic and most students are able to complete it successfully.

Compared with the traditional teaching grading assessment, KPI performance assessment is significantly different. In the development of the project assessment, the school and the enterprise after many studies and practice, based on the enterprise's KPI performance assessment indicators, and then according to the actual learning situation of the students to make appropriate adjustments, the most formed a set of e-commerce customer service positions applicable to the practical training program of the KPI performance assessment mechanism. The KPI performance appraisal is more comprehensive to assess the performance of students in e-commerce customer service job training, and has been recognized by students, schools and enterprises.

KPI performance assessment can make students more clearly realize their shortcomings and aspects that need to be improved, so as to stimulate students' enthusiasm and initiative in learning. At the same time, the feedback mechanism of KPI performance appraisal can also enable students to timely understand their own work performance and performance, and then adjust their learning attitude and methods, and constantly improve their professional quality and comprehensive ability.

Through the implementation of basic assessment and KPI performance assessment, both schools and enterprises can objectively evaluate students' practical training performance, accurately evaluate students' ability and quality in different aspects, and provide a strong basis for further improving teaching and perfecting practical training projects.

5.2 Project summary

The project summary is divided into practical training summary and experience sharing. After the basic assessment and KPI performance assessment data were released, the teaching team organized students to summarize the project. It is helpful for students to summarize the experience and lessons in the training process.

5.2.1 Practical training summary

Students will summarize and evaluate their practical training in the form of a practical training report. The practical training report should include the following:

5.2.1.1 Practical training content

Students are required to describe the tasks they undertook, the requirements of the activity and what they actually accomplished during the practical phase of the job. This part includes not only specific work tasks, but also communication and collaboration with classmates and superiors. By reviewing the content of the practical training, students can have a deeper understanding of the specific contents, processes and specifications of e-commerce customer service work, and also have a clear understanding of their own work results.

5.2.1.2 Typical problems encountered and solutions

Students review the problems and challenges they encountered during the hands-on training and describe the solutions they adopted. In addition to technical problems, there may also be problems communicating with the client or problems with teamwork. Students need to describe in detail how the problem arose, how it was solved, and the end result.

For example, when communicating with customers, customers are excited and use uncivilized words to vent negative emotions. First, students need to describe how they calmed the customer, and second, how they understood the situation in detail and came up with a reasonable solution. Finally, the problems raised by customers were successfully solved and won favorable comments from

customers.

By sorting out the problems encountered in the process of work and solving problems, students can find their shortcomings in solving problems and find the direction of improvement. Cultivate the ability of Students think independently and solve problems independently.

5.2.1.3 Suggestions for practical training

Students can combine their own practical training experience, put forward suggestions and opinions on this e-commerce customer service post training. These suggestions can include opinions and suggestions on the content of practical training, the way of organization, the guidance of teachers, etc. By making suggestions, students can better understand the process and effects of practical training.

5.2.1.4 Practical training experience

Students review the content and outcomes of their work and summarize their growth and gains during the practical training process. Students analyze their progress and shortcomings in skills, communication and teamwork, and think about how to improve and enhance them. At the same time, they plan and look forward to their future study and career development, and clarify their development direction and goals.

Through the practical training summary, students can comprehensively review what they have learned, thought and felt in the process of practical training, discover their shortcomings and actively seek ways and suggestions for improvement. These experiences and lessons not only provide valuable references and lessons for students' future study and work, but also help students better adapt to the needs of career development and improve their professionalism.

5.2.2 Experience sharing

5.2.2.1 Team discussion

After completing the personal training summary, students will have in-depth internal discussions in the project team, and jointly review the problems, challenges and successful solutions encountered in the training process. Through sharing and exchange, each group shared the skills, knowledge, teamwork skills and personal growth lessons learned in practice.

5.2.2.2 Team sharing

In the session of taking turns to speak on stage, each group selected a student representative to spend 10 minutes to elaborate on the group's experience in the training process to all students. The student representative needs to clearly articulate the problems the group encountered, the solutions to the problems, and the lessons learned and growth.

Professional teachers and corporate mentors listen carefully to each group's sharing and give targeted comments on each group's work. In the comments, the advantages and disadvantages of each group in practice are emphasized, and practical suggestions for improvement are given. These suggestions not only help students improve their ability and quality, but also provide guidance for students to better apply what they have learned in their future study and work.

6. Conclusion

The following results have been achieved through repeated research and practice of the E-commerce Festival E-commerce customer service job training program by both the school and the enterprise:

1) Students' practical operation ability has been significantly improved. Compared with traditional classroom teaching, by practicing in a real e-commerce customer service position work environment, students have a better grasp of the position operation skills, and can apply what they have learned to solve practical problems, so as to better understand the workflow and skills of e-commerce customer service positions.

2) The students' professional quality has been improved. Through the practical training of the

project, students have a deeper understanding of the actual needs and culture of enterprises, and have cultivated professional awareness and professional quality. This in-depth training enables students to better adapt to future career requirements and lays a solid foundation for students' career development.

3) The teaching staff of the school has been strengthened. Through cooperation with enterprise professionals, the teachers of the school understand the actual needs and culture of the enterprise, and improve their practical skills and practical teaching ability. This cooperative mode helps teachers to update and improve their own practical teaching level, so as to better guide students' learning and practice.

4) Companies get a talent pool. Through the deep cooperation with the school, the enterprise can accurately train the corresponding position talents in the school, which provides a guarantee for the future development. This partnership model facilitates close ties between companies and schools, enabling companies to better understand and develop talents that meet their needs.

In the future, we will continue to pay attention to the development trend of the industry and market demand, and constantly adjust and improve this training to ensure that our students can adapt to the changing working environment. At the same time, we also hope to cooperate with more enterprises to jointly promote the reform and development of education.

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