Original Paper

Research on the Personnel Training Path of Enterprise Digital Management Majors in the Age of Digital Intelligence

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Abstract

This paper discusses the training path of enterprise digital management majors under the background of digital intelligence era. This paper analyzes the influence of the age of digital intelligence on enterprise management, and expounds the core competence requirements of digital management students. On this basis, the author puts forward the path of personnel training, such as constructing interdisciplinary curriculum system, strengthening practical teaching links, promoting cooperation between production, university and research, and establishing lifelong learning mechanism. The paper also discusses the safeguard measures for implementing these paths, including policy support, school-enterprise cooperation, teacher team construction and quality evaluation system. The research results have important theoretical and practical significance for improving the training quality of enterprise digital management students and promoting enterprise digital transformation.

Keywords

the age of number intelligence, digital management, personnel training

1. Introduction

In the context of the new era, Chinese economy continues to develop significantly. After entering the 21st century, Chinese economy continued to maintain steady and rapid growth, and gradually shifted from high-speed growth to high-quality development. With the rapid development of China's economy and the continuous emergence of new industries, the market and industry demand for professional and technical students has gradually increased. The steady development of our economy with high quality requires a large number of highly qualified skilled personnel. With the gradual expansion of the market scale, enterprises want to occupy a place, but also need to continue to transform, absorb a large number of outstanding students, so the demand for high-quality skilled students in all walks of life is increasing, and the status of digital management is also constantly improving.

With the rapid development of new generation information technologies such as big data, artificial intelligence and cloud computing, human society is accelerating into the era of digital intelligence. In this era, the management mode and operation mode of enterprises have undergone profound changes, and digital management has become the key to enhance the competitiveness of enterprises. However, at present, there is a significant gap between the supply and demand of enterprise digital management professionals, which seriously restricts the process of enterprise digital transformation. Therefore, it is of great practical significance to explore the training path of enterprise digital management professionals in the age of digital intelligence.

In the context of the development of economic globalization, digital intelligence technology promotes the integration of data, and enterprise management has stepped into the modernization process. Most enterprises have begun to pay attention to the strengthening and reform of management. From the overall point of view, the management of modern enterprises mainly includes risk assessment, information exchange and supervision and review, and there are inseparable links between these different links. The management based on the era of digital intelligence can help enterprises effectively prevent business risks and promote the steady improvement of economic benefits of enterprises. At the same time, through the intelligent enterprise management can also eliminate the favoritism and fraud within the enterprise, and can carry out various business activities within the standard system requirements. In addition, the advent of the era of digital intelligence has also broken through the limitations of management information in time and space, and diversified knowledge and information can be efficiently circulated among enterprise management levels, thus forming a management atmosphere for everyone to participate in the enterprise, which is conducive to enhancing the unity and cohesion within the enterprise. However, at present, some enterprises are still facing a series of problems during the opening year of digital intelligent management. Although relevant management systems have been formulated, there are still many restrictions on the cooperation between various departments, and the understanding of employees' logarithmic intelligent management remains in the surface form. Only by training digital managers can the implementation effect of enterprise management system be improved.

The purpose of this study is to analyze the impact of the era of digital intelligence on enterprise management, clarify the core competence requirements of digital management professionals, and then propose a systematic student training path. The research will focus on the construction of curriculum system, practical teaching, industry-university-research collaboration and lifelong learning mechanism, so as to provide theoretical basis and practical guidance for universities and enterprises to train high-quality digital management professionals. At the same time, this study will also explore the safeguards needed to implement these training paths to provide student support for promoting enterprises' digital transformation.

2. The Impact of the Age of Digital Intelligence on Enterprise Management

The era of digital intelligence is driven by data and characterized by intelligence, which is reshaping the management mode and business process of enterprises. First, the application of big data technology enables enterprises to collect, analyze and utilize massive data in real time to provide a scientific basis for decision-making. Business managers need to be able to analyze and interpret data to translate data insights into business value. Secondly, the introduction of artificial intelligence technology is changing the way enterprises operate, such as intelligent customer service and intelligent supply chain management. This requires business managers to understand the fundamentals of AI and be able to apply it to real business scenarios.

The popularization of cloud computing technology enables enterprises to flexibly expand IT resources and reduce informatization costs. Business managers need to master the basic concepts and applications of cloud computing to optimize their IT architecture. In addition, the development of Internet of Things technology enables enterprises to realize equipment interconnection and remote monitoring, improving production efficiency and product quality. This requires business managers to have iot knowledge and be able to design and implement intelligent solutions. In short, the era of digital intelligence has put forward new requirements for enterprise management, and enterprises need to train management students with digital thinking and skills to adapt to this change.

Enterprise management attaches importance to the process control, but it will also affect the implementation of business procedures and related systems due to human interference, resulting in the management system failing to deal with related matters in accordance with the standard process. By virtue of the advantages of digital intelligent technology, it can use the advantages of network system to establish activity responsibility relationship according to the implementation of business authority, and then carry out efficient responsibility control, avoid the influence of human factors to the maximum extent, and eliminate the limitation problem of enterprise management in the digital intelligent transformation stage.

In the era of digital intelligence, enterprises begin to improve the efficiency of management execution as the main work. Although some enterprises have set up a separate management system, the overall operation time is too much, the information system only plays a supporting role, and the management control still retains the traditional manual operation mode. The digital intelligent transformation can completely present the development of various business activities through the digital intelligent way, strengthen the management effect on the basis of the smooth development of intelligent analysis, and ensure that the management data can maintain authenticity and transparency. In this way, non-compliance problems in enterprise management will also be effectively dealt with.

3. The Core Competence Requirements for Students in Digital Management Major

Under the background of digital intelligence era, students in enterprise digital management majors need to have various core capabilities. First, the ability to analyze data is fundamental. People need skills in

data collection, cleaning, analysis and visualization, and the ability to use statistics and machine learning methods to extract valuable information from massive amounts of data. Second, technical understanding is crucial. Students need to understand the basic principles and application scenarios of new generation information technologies such as big data, artificial intelligence, and cloud computing, and be able to communicate and collaborate effectively with technical teams.

Business insight ability is the key to distinguish digital management students from pure technical students. it needs to have a deep understanding of an organization's business processes and business models, and be able to combine technology solutions with business needs to create business value. The ability to think creatively is also essential. In a rapidly changing technological environment, students needs to be innovative and able to explore new digital application scenarios to drive continuous innovation. In addition, cross-cultural communication and teamwork skills are increasingly important, as digital projects often require teamwork across departments and geographies.

Finally, ethics and legal awareness are essential qualities for digital management students. In terms of data privacy protection and algorithmic fairness, students need to comply with relevant laws, regulations and ethical guidelines to ensure compliance and social responsibility of digital management. In short, digital management students need to have a combination of skills, both technical depth and business breadth, as well as innovative thinking and ethical awareness.

4. The Existing Problems and Reasons of Enterprise Management Digital Student Training

4.1 Teachers' Practical Experience and Digital Literacy Need to be Improved

In the intelligent modern society of information technology, the revolution of various information technologies and the innovation and development of science and technology make enterprises employ more and more high standards. This also raises the requirements for teachers. In the digital era, more emphasis is placed on teachers' ability to skillfully use information technology, such as the ability of information-based teaching design, information-based resource development and application, information-based teaching organization and implementation. In recent years, with the policy orientation, the number of "double-qualified" teachers in colleges and universities has increased to a certain extent, but the number still cannot meet the needs of daily teaching. How should the teachers of enterprise management specialty improve their own practical experience and integrate practical work experience with teaching content? How to improve their digital literacy and how to improve the use of modern educational means in the classroom have become important problems to be solved by teachers of business management majors, and are also the key aspects to improve the overall level of teachers of business management majors. First of all, teachers do not make full use of digital resources in professional curriculum teaching. In the course of observation, it is found that teachers usually focus on how to improve the quality of teaching and make students understand what they have learned. In order to improve teaching difficulties, teachers of specialized courses will create scenarios to guide students in the course of teaching, but most of them use PPT to present management cases, or use paper versions

of lecture notes to describe management cases, and some teachers also use language to describe actual management scenarios. Although these methods can stimulate students' interest in learning to a certain extent, due to the number of students, the basic of character management specialty is weak, which leads to the teaching effect is not obvious.

Secondly, professional teachers' practical experience and digital literacy are not balanced. According to the survey,23 people (13.07%) think it is completely consistent,31 people (17.61%) think it is consistent,47 people (26.7%) think it is generally consistent,56 people (31.82%) think it is not consistent, and 19 people (10.80%) think it is completely inconsistent. On the whole, teachers mainly explain theories in the course of teaching, lacking the support of cases, and for students with relatively weak professional foundation, it is difficult to understand the courses with strong theoretical, which will lead to the decline of students' learning enthusiasm in the long run. Based on interviews with students, it is also found that teachers with advanced experience are more accustomed to using teaching methods such as lecturing and case analysis in the course of class, and are not good at using other digital teaching resources and modern technical education means, resulting in low enthusiasm of students. The young teachers will use some modern teaching methods, but the teaching process is more theoretical teaching, because the students have a poor foundation, it is difficult to understand the complex accounting theoretical knowledge, so the teaching effect is not obvious.

Finally, teachers lack systematic training. Through interviews with teachers, it is further understood that schools have begun to introduce a large number of high-quality teachers in recent years, but the newly introduced teachers are mainly fresh graduates, who usually have higher academic qualifications and master modern educational technology, but lack practical experience. The qualified teachers in the school have a lot of practical experience, but they are not proficient in the digital curriculum and teaching methods, and there is no systematic learning. Although some teachers actively use relevant digital resources and modern educational technology means, the result is not significant. Similarly, through interviews, it is found that school enterprise management teachers lack long-term training mechanisms, and entry-level teachers lack regular training and pre-job training, which will not be conducive to the progress and development of teacher teams, but also prevent teachers from learning new knowledge and new ideas, and it is not conducive to improving school teaching quality and development.

4.2 The Use of Digital Means in Classroom Teaching is Insufficient

The gradual development of information technology has brought great convenience to all walks of life, and has also created great convenience for modern education. The continuous development of modern education technology has brought great convenience to teaching, but most teachers in the school usually use PPT to teach in class. Although new teaching methods such as cloud classroom, micro-class and MOOCs have been vigorously promoted, the survey found that the actual usage rate of business management major classes in the school is low. Professional teachers are not good at using other digital means. Through the observation in class, it is found that some experienced teachers tend to ignore the

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training of their own digital skills, usually using PPT for theoretical teaching, and are not good at using other modern educational technology means in the classroom. In the course of teaching, many teachers will combine the group discussion method and case method to teach, but it is usually just a formality. For example, the group discussion method, due to the students' weak professional basic knowledge and poor learning enthusiasm, usually does not preview before class. Therefore, it is difficult to achieve the expected effect in the final result of discussion The phenomenon of desertion also requires teachers to spend time maintaining discipline, which increases the difficulty of teachers' teaching to a certain extent. Students have weak business management foundation and lack of interest in class. Through interviews with students and teachers, it is known that most students have low interest in learning and poor basic level of professional courses, especially first-year students, who know nothing about professional knowledge when they first enter the school, and teachers use PPT for pure theoretical teaching, which makes it difficult for students to understand professional knowledge and gradually lose interest in class. Usually, they can only persist for ten minutes before losing the patience to listen.

5. The Requirements Of Digital Management Students in the Era of Digital Intelligence

This study puts forward the following ways of students training: First, construct interdisciplinary curriculum system. It should break the boundaries of traditional disciplines, integrate the knowledge of management, computer science, data science and other fields, and design a modular and flexible curriculum system. For example, core courses such as "big data analysis and application", "artificial intelligence and business decision-making", "cloud computing and enterprise it architecture" can be set up, while professional electives such as "digital marketing" and "intelligent supply chain management" can be provided to meet students' personalized learning needs.

Secondly, strengthen the practice teaching link. It should establish a virtual simulation laboratory to simulate enterprise digital management scenarios, so that students can master relevant skills in practice. It should cooperate with enterprises to develop real cases, organize case analysis and solution design, and improve students' ability to solve practical problems. Students are encouraged to participate in enterprise internships and have a deep understanding of the actual operation of enterprise digital management. In addition, digital management innovation competitions can be held to stimulate students' innovative thinking and practical ability. It will promote industry-university-research collaboration in education.

In addition, establish a school-enterprise cooperation platform, it can invite enterprise experts to participate in course design and teaching, and ensure that the teaching content is in line with the needs of the industry. It should build a practice base with enterprises to provide students with practical opportunities. Teachers are encouraged to participate in corporate consulting projects and integrate practical experience into their teaching. At the same time, it can jointly carry out scientific research projects with enterprises to solve practical problems in the digital transformation of enterprises, and cultivate students' research ability and innovation consciousness.

Finally, establish a lifelong learning mechanism. In the face of a rapidly changing technological environment, digital management students need to constantly update their knowledge and skills. Colleges and universities can partner with companies to develop online courses to provide flexible learning opportunities for working people. It can establish an alumni network and organize regular academic exchanges and technology sharing to promote continuous learning. In addition, a micro-certificate system can be introduced.

6. The Enterprise Digital Management Students Training Path

6.1 To Establish a New Concept of Digital Students Training

To improve the quality of digital students training, it should change the original concept and establish a new concept of digital students training.

First of all, the school level needs to change the concept of students training, realize that digitalization is the development trend of future education, digital courses will gradually replace traditional courses, and high-quality teaching resources sharing will become the development direction of modern teaching. With the assistance of new technologies such as AI, electronization, and cloud technology, the management department of enterprises is gradually transforming, and the employment specifications of management posts are also improved. At present, there is an obvious lag in the training of digital students. Although the school has part of the hardware and software resources for digital teaching, the update of the resources is slow and the utilization rate is low, which can not play its effect. Schools need to keep up with the development of the digital era, establish a new concept of digital students training, introduce digital courses, increase investment in digital facilities, build a digital resource sharing platform, create a digital atmosphere, build a digital new campus, cultivate students' innovative spirit, and improve the quality of school students training. Secondly, it is necessary to improve teachers and management students, and further strengthen the implementation of digital management teaching. Both teachers and students should pay more attention to management informatization, improve their cognition of digitalization, and pay attention to the impact of the digital era on enterprise management. In order to better improve the cognition of teachers and students, the school can regularly carry out some publicity activities within the school, so that teachers and students can realize that today's society is a networked society, and traditional management courses can no longer meet the requirements of enterprises in the digital era. Without changing the original teaching and learning mode, it is difficult for students to establish their own competition in the society after graduation. At the same time, students will need to spend more time and cost to learn and adapt to the working methods of network informatization in the future work process. Through lectures and training jointly with relevant enterprises, teachers and students will be helped to strengthen their cognition of digitalization. In addition, the school can also contact relevant cooperative enterprises, and teachers of professional courses can lead students to visit and study in enterprises, feel the changes of the financial department of enterprises in the digital era, further deepen teachers and students' understanding of new digital

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technologies such as AI, electronization and cloud technology, and strengthen their cognition in digital aspects.

6.2 To Make Digital Students Training Objectives Explicitly

In order to further optimize the students training mode, improve the training quality of digital students for management majors, and meet the market demand for digital management students, schools need to further clarify the training objectives of digital management students. On the one hand, the training goal of modern management should be service-oriented and market-oriented, and it is necessary to meet the employment needs of enterprise management positions. On the other hand, schools need to pay attention to cultivating students' management professional skills. Therefore, the school management major should be based on the background of the digital era, market-oriented, focus on cultivating students' professional skills, improving students' professional quality, and providing all walks of life with digital skilled students. In accordance with the development requirements of the digital era, the school should also be guided by the employment specifications and actual needs of enterprise management positions, and clearly define the training objectives of management digital students. First, it is necessary to break the traditional education concept of homogenization. In daily education, it is necessary to pay attention to increasing students' understanding of their major, understanding the development prospects of management major under the digital background, and cultivating students' awareness of obtaining relevant management professional qualification certificates. At the same time, it should also pay attention to the comprehensive development of students, personalized development, improve the comprehensive level of students, so that students in the future post more professional competitiveness; Second, it should pay attention to the impact of the wave of digitalization and the transformation of enterprise management departments on the training of management students in schools. Schools need to understand the needs of local enterprises for managers, combine the job needs of enterprises, adopt advanced software in practical training classes, strengthen the training of students' professional skills, and cultivate professional management students who meet the requirements of the times and meet the needs of enterprises. The third is to focus on improving students' work ability and professional ethics.

6.3 To Improve the Training System of Digital Management Students

The stable development of society requires a large number of high-quality students, including not only professional and technical students, but also high-quality and highly educated students. What modern enterprises need is to master a certain degree of management expertise, can skillfully use advanced digital software professional skills students. In response to the needs of students to improve their academic qualifications, management majors in colleges and universities are also constantly reforming and innovating, so schools also need to follow the pace of the times and continue to innovate. Only in this way can students' knowledge be improved and colleges and universities be connected. Based on the stakeholder theory, the cultivation goal of enterprise management students in schools should pay attention to the needs of society, enterprises, schools, students and other aspects, continue to improve

the education and teaching system, improve teaching quality, strengthen students' understanding of professional knowledge and skills, enhance students' digital accounting ability, ensure students' all-round development, and further enhance students' own quality and social competition.

First of all, according to the quality requirements of the society for students, comprehensive basic courses are set up to help students accumulate scientific and cultural foundation, improve comprehensive humanistic quality, develop good learning habits, lay a good foundation for the society to cultivate high-quality students with all-round development of morality,connect with the training objectives of colleges and universities, and meet the needs of college students to receive higher education. The learning needs of students with different endowments and potentials provide a diverse space for growth and development. Second, it should set up professional skills courses based on the employment specifications of enterprise accounting positions in the digital era, and improve the courses according to the employment specifications of enterprises, promote the integration of professional courses and digitalization, and ensure that professional construction can meet the transformation needs of enterprise financial departments in the digital era to help students improve their social competitiveness and further improve the employment rate. Third, in order to meet the students needs of the transformation of enterprise management departments and avoid homogenization of training objectives, different elective courses such as management data analysis, financial management and resource integration are set up to meet the employment needs of enterprise management positions in the digital era. Finally, it should make full use of various ways, such as skills competition and school-enterprise cooperation, to further improve the efficiency of internship and practical training, help students consolidate the professional knowledge they have learned, enhance the training of professional skills, and improve their professional ability.

7. The Safeguard Measures for the Implementation of Personnel Training Path of Enterprise Digital Management Majors

In order to ensure the effective implementation of the above training path, the following safeguards need to be taken: First, to strengthen policy support. Education authorities should introduce relevant policies to encourage universities to set up majors related to digital management and support the construction of interdisciplinary curriculum systems. At the same time, the government should formulate a long-term plan for the training of digital management students, provide financial support and preferential policies, and promote the coordination of production, university and research.

Second, to deepen school-enterprise cooperation. It should establish a long-term mechanism for school-enterprise cooperation to clarify the rights and obligations of both sides. It can encourage enterprises to participate in the whole process of students training, from course design to practical teaching, and then to employment guidance. The government can set up special funds to support school-enterprise cooperation projects to promote resource sharing and complementary advantages. In addition, it is possible to establish school-enterprise cooperation alliances, build information exchange

platforms, and promote the deep integration of students training and industrial needs.

Thirdly, to strengthen the construction of teaching staff. It can introduce outstanding students with interdisciplinary background and industry experience to enrich the faculty. It should encourage teachers to participate in enterprise practice and improve practical teaching ability, establish a teacher training mechanism, organize regular training on new technologies and new methods, and improve the professional level of teachers. At the same time, corporate experts can be hired as adjunct professors to provide students with cutting-edge industry knowledge and practical experience.

Finally, to establish the quality evaluation system. It should develop quality standards for the training of digital management students, and carry out regular evaluation and improvement. It can introduce a third-party evaluation agency to objectively evaluate the effect of students training, establish a graduate tracking mechanism, collect feedback from employers and graduates, and continuously optimize training programs. In addition, an international certification system can be established to improve the international competitiveness of students training.

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