

Education Mode Research on Full-time Master of International Business

--Based on the case of International Business School,
Southwestern University of Finance and Economics

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Abstract—This paper does this research from the six perspectives: educational objectives, enrollment and educational system, curriculum and teaching system, faculty building and development, professional practice and educational quality evaluation, combined with the domestic and foreign practices of international business talents training, and takes the education mode and achievements of MIB education in Southwestern University of Finance and Economics as an example. Then, we summarize and explore talent training mode of master of international business which is suitable for Chinese national conditions, and put forward the corresponding improvement measures and suggestions in order to further improve the training quality of full-time professional degree graduate students in our country.

Keywords- full time; master of international business; education mode

I. INTRODUCTION

Master of International Business (MIB) is one of the 19 professional degrees which were approved by Academic Degrees Committee of the State Council in 2010. The establishment of MIB will help China adapt to the trend of economic globalization and comprehensively construct an open economy system. Due to the late startup and shortage of relevant education experience, there are many problems of current MIB education, such as insufficient faculties, less reasonable curriculum design and lack of innovative teaching methods. The author takes the international business school of southwestern university of finance and economics as an example, by comparing the graduate Education of international business at home and abroad, then elaborate domestic full-time MIB students' performance and results from the following six aspects: educational objectives, enrollment and educational system, curriculum and teaching system, faculty building and development, professional practice and educational quality evaluation. Further, the author draw a more suitable training mode for domestic MIB students, and in order to enhance the training quality of the postgraduate of international business.

II. THE DISCIPLINE CONNOTATION & EDUCATIONAL OBJECTIVES

Based on both domestic and foreign practical experience and studies related with the education of Master of International Business (MIB), the International Business School of Southwestern University of Finance and Economics has been committed to construct a proper educational framework from two aspects: one is discipline connotation; the other one is educational objectives.

A. *The Connotation of the Discipline Construction*

International Business is a discipline which is interdisciplinary, comprehensive, and focusing on practice. In general, International Business, a discipline involving management, economics and psychology, is aiming at how enterprises could be able to do cross-border business effectively and, therefore, meet the demand of both domestic and foreign markets under the background of economic globalization [1].

The main research contents of International Business of Southwestern University of Finance and Economics (SWUFE) include: (1) environmental differences and economic development between countries; (2) international financial and risk management; (3) international human resource management, etc. The curriculum of MIB in SWUFE emphasizes more on international and practical orientation, and promotes students to develop in the direction of a high level of interdisciplinary talents, then constantly improve the practical ability through practice courses. Eventually, the graduates in MIB are supposed to be competent for cross-border business in multinational enterprises.

B. *Educational Objectives*

With the globalization in educational fields, foreign countries also combined their education of MIB with internationalization and modernization, such as UK, the United States, Japan and other countries, in order to develop the high-end talents with international vision and innovative spirit [2]. Therefore, the education of MIB should define talents education objectives from following three dimensions: 1)

international orientation 2) practical orientation and 3) innovative orientation.

1) *International orientation.* With the deepening integration of global economy, domestic MIB courses should keep up with the pace of international MIB education and make the courses more scientific. Obviously, the internationalization of MIB education is not merely sufficient trainings of foreign languages and textbook in foreign languages, but also updated knowledge, advanced teaching and practicing tools and effective evaluation system, etc. Rotterdam University holds the view that International Business education should be closely linked with international business environment, and should emphasize cross-cultural and differentiated management environment. As a result, cross-cultural communication ability has become an important index to assess graduates. To realize the internationalization of education, we also should pay attention to the exercise of cross-cultural communications.

2) *Practical orientation.* Since the education of MIB emphasizes the students' practice ability, many famous business schools in the world have begun to reform to employ senior businessmen as teachers. These experienced businessmen are able to introduce typical problems occurred in real business and inspire students to further explore appropriate solutions. Some foreign studies suggest that the gap between international business education qualities in different countries should be paid more attention. Therefore, the MIB education should take the responsibility of educating qualified international business talents that can be competent anywhere in the world, through proper positioning of education objectives.

3) *Innovative orientation.* MIB graduates should not only pay attention to business practice, but also pay attention to the key effect of innovative thinking in dealing with the problems of business practices.

With the increasing development of the global economy, the degree of complexity of the problem involved in transnational operations increases rapidly, which need more consideration about ways to provide part of the solution. Also, innovative thinking is becoming an important tool to improve the ability of International Business professional degree postgraduate. International Business Degree graduate training should be taking scientific innovation as core values, carrying out multi-course to address the different forms of rich business environment and simulation-based simulation cases. Foreign scholars have studied that "Workplace diversity has increasingly been a norm rather than an exception in business communities worldwide. Business schools have strived to adequately prepare students to function and succeed in a diversified work environment[3](Maria Rochelle G. Divinagracia, 2012)." Therefore, it should be targeted on the design of the curriculum and course content and improving students' responses to different environmental capacity and the ability to adapt. In order to cope with sudden problems in

complex working environment, students' innovation ability should also be cultivated.

III. FOREIGN & DOMESTIC EXPERIENCE OF MIB EDUCATION

A. Foreign Experience of MIB Education

Most of education modes of MIB in foreign countries are similar, but each has its own characteristics. Due to students of MIB are highly required to have international thinking in universities, students are supposed to learn more about politics, society, culture and institutions in different countries. Given this basic view, the advantages of MIB education in foreign countries are as follows: 1) good attention to the ability of cross-cultural communications; 2) market-oriented and strongly practical teaching methods; 3) interdisciplinary education and comprehensive quality promotion; 4) more completed structure of knowledge and skills.

However, in the foreign education mode, large amount of learning contents and wide range of interdisciplinary learning would inevitably bring great pressure and difficulties to students as learning [4]. At the same time, with the accelerated process of globalization, the international business environment becomes increasingly more complicated, which will cause the following two problems: 1) too much conceptual teaching leads to ambiguous specialized areas of student; 2) rapid change of internationalization trend requires frequent updates of teaching contents[5].

TABLE I. THE ANALYSIS OF FOREIGN EDUCATION OF MIB

The advantage and problem analysis of foreign MIB education	Advantages	Problems
	Cross-cultural communication ability	ambiguous specialization of student led by too much conceptual teaching
	Market-oriented and strongly applicable teaching method	
	Interdisciplinary teaching, comprehensive quality promotion	Rapid changes of internationalization trend, the corresponding updates in teaching contents
	Completed structure of knowledge and skills	

B. Domestic Experience of MIB Education

1) *The teaching paradigm of domestic MIB education.* After reviewing current literature on this topic, the author found that the trend of domestic education of MIB generally showed three typical teaching paradigms: (1) management paradigm, which emphasizes that management talents adapt to the global market competition and the international management ability of multinational companies. This paradigm is dominated by management, and curriculum develop towards three directions of internationalization: the first one is the implementation of international management; the second one is the connection between the enterprise management and trade management; the third one is the internationalization of language learning. (2) Economic paradigm, its basis is the theory of economics and

international trade. The education concept of this kind of paradigm mainly focuses on the impact of practical ability of people with solid economic theory on business affairs. (3) Language paradigm, points that international business talents should have language skills, and its curriculum is mainly in language training. The compulsory curriculum consolidate the basis and strengthen language using ability [6]. The practice curriculums of language paradigm create cross-cultural language atmosphere and business environment, which are able to enhance the training effect of students.

The combination of three kinds of paradigm shows that the purpose of educating international business talents is to educate students who are equipped with solid international economics theory and familiar with international trade laws and regulations, at the same time, have strong ability of business language skills and business operations.

2) *The Analysis of Domestic Education of MIB*. Although the education of MIB in our country is still in its infancy, it is undoubtedly one of the important forms of professional degree education. Only be aware of the detailed practice of domestic education of MIB, can it provide powerful support to promoting development and effective innovation of MIB education. The author conducts the research from following six aspects: educational objectives, enrollment and educational system, curriculum and teaching system, faculty building and development, professional practice and educational quality evaluation, combined with the domestic and foreign practices of international business talents training, and takes the education mode and achievements of MIB education in Southwestern University of Finance and Economics as an example to explore an appropriate education mode for MIB education in China.

In terms of educational objectives, the positioning of MIB education is aligned with the educational concepts raised by the Ministry of Education PRC and the actual need of our domestic economic development. At the same time, the education of MIB is based on international orientation, and is further developed to the practical orientation and innovative orientation, which shows in detail as follows: international orientation, which requires international vision of talents and competency to global competition; practical orientation, which means that educate students to better use of resources and improve their business practical ability; innovative orientation, which requires talents to have decision-making power and leadership to skillfully use all kinds of modern tools to collect information for analysis and decision-making.

In terms of enrollment and educational system, since China begun to conduct professional degree education in 1991, professional master's enrollment scale has consecutively expanded. It is expected that the professional masters will account for over 50% in 2015, and at that time, the academic postgraduate student and professional postgraduate student will almost equally share all the postgraduate students in China. In general, full-time MIB education is usually fixed for two years, and no longer than 3 years, and full-time entrusted education of MIB last for no longer than four years.

Referring to curriculum and teaching system, the China MIB education guiding committee has offered several basic suggestions for MIB curriculum arrangement: 1) making full use of heuristic teaching method and discussion, which contains fewer but refined contents and focusing on integrating theory with practice; 2) encouraging enterprises to participate in the teaching; hire experienced expert to give lectures; 3) strengthening practical teaching, establishing practicing bases and striving to establish long-term effective mechanism that promotes mutual improvement between education and employment. Considering the given basic course suggestions, an effective education mode should focus on practical application, and the excellent combination of lectures, seminars, case study and social practices, in the meantime, substantially attach importance to cultivate students' ability of thinking, analyzing and problem solving[7]. Currently, the core courses of MIB include following aspects: micro-environment analysis of international business, macro-environment analysis of international business; the basic strategy and operation skills of international operation (including multinationals), such as marketing, operation, management, finance and human resources; cross-cultural communication and management, especially the application of foreign language and so on.

Now it comes to faculty building and development, faculty is the core power in educating international business talents. For that international business is still a relatively new discipline, its professional master degree was set up in 2010. Although the teachers in universities are well trained in terms of theoretical knowledge, most of them are lacking enough practical experience [8]. And the teachers who have sufficient practical experience are, however, lacking strong theoretical background. Therefore, the demand for teachers who have both theoretical knowledge and practical work experience increases gradually. In 2006, there were 283,000 full-time teachers in domestic independently established colleges and universities, the ratio of teachers to students is 18.3:1; The "all-round" teachers were 72,000, which accounted for only 25.5%, and with a lower percentage in private colleges and universities. The outside-school teacher (senior businessmen) resources are scarcer. Therefore, in the process of MIB education development, rich sources of teachers and multi-channel approaches to improve comprehensive application ability of teachers are largely needed.

In terms of professional practice, it is one of the important part of training MIB student, and high-quality professional practice is the prerequisite of MIB education.[9] For example, Beijing Forestry University has established more than 20 professional practice bases. Guangdong University of Foreign Studies also has built 9 off-campus practice bases, which will a vital approach to connect university with the society.

Referring to educational quality evaluation, at present there are three kinds of typical graduate education quality evaluation system, which are led by the market, university and government, respectively. The graduate student education evaluation in China started relatively late, and it needs to draw lessons from foreign evaluation systems. The detailed information is in TABLE II.

TABLE II. INDEX SYSTEM OF POSTGRADUATE EDUCATION QUALITY EVALUATION

	Related factors and criteria (Rule level)	Index and its weights (Index level)
Quality of graduate education (Target level)	Comprehensive quality of postgraduates	Observation, analysis, judgment, cooperation and innovation ability Published paper level Quality of dissertation Foreign language level
	Combination effect of mentors	Leading in professional research Academic scientific research conditions Guide and control ability of mentor Title of mentor group Project quantity and level Published paper level
	Administrative mechanism of postgraduates	Qualified postgraduate applicants percentage in the second-round exam Percentage of unqualified students during school year Percentage of qualified graduates
	Social perception	Social popularity and employment after graduation The excellence of service projects

IV. THE PRACTICAL EXPERIENCE OF MIB EDUCATION OF SCHOOL OF INTERNATIONAL BUSINESS, SWUFE

A. Education Mode

The education mode of full-time MIB at School of International Business of Southwestern University of Finance and Economics, is developed from six elements including educational objectives, enrollment and educational system, curriculum and teaching system, faculty building and development, professional practice and educational quality evaluation, this education mode covers the entire process of postgraduate education.

1) *Educational Objectives.* Based on the present situation of China's economic and social development, the MIB education of the School of International Business of SWUFE has established a educational objective, which is to train professional international business personnel with global vision. It could be illustrated from following aspects (shown in TABLE III.):

TABLE III. THE EDUCATION OBJECTIVES AND CONNOTATIONS OF MIB IN SWUFE

Objectives	Connotation
International orientation	International vision Global dimension of thinking International Business theoretical knowledge and practical skills Understanding of the political, cultural and legal differences between countries
Practical orientation	Ability to develop the international market Intercultural communication competence International business theoretical knowledge and application ability International trade practical operating ability
Innovative orientation	Innovation and entrepreneurship Good business ethics and social responsibility Market insight and judgment Ability of International business planning, analyzing, processing and controlling

2) *Enrollment and educational system.* The enrollment of full-time MIB in SWUFE is mainly open for fresh graduates, generally they have to experience the so-called "school-to-school" transition and have no relevant working experience, but they are supposed to be trained to meet the urgent demand of social requirements of high-level specialized talent. In order to select appropriate outstanding students for MIB and to ensure the quality of training, the School of International Business of SWUFE has been following the policy guidance school, expanding enrollment rights, opening up new enrolling approaches and patterns, and implementing "summer camp", to select comprehensively excellent students.

The postgraduate education of MIB in SWUFE cost two years for each student, one-year for courses, and the other one-year for dissertation. The period of professional practice could be adjusted according to the needs of individual students and internships at a minimum of six months. The time designed is beneficial for students to accomplish a practical dissertation, as well as helpful for them to be well prepared for the work after graduation.

3) *Curriculum and teaching system.* The MIB Education Center of Southwestern University of Finance and Economics has established three series of curriculums, which integrated all the occupational, academic and practical features, focusing on training the theoretical knowledge and practical ability, improving the overall quality and strengthening professional characteristics. In addition, the MIB education in Southwestern University of Finance and Economics has been fully implementing the university-level concept of "deepening teaching reform", using different teaching methods for different courses. The School of International Business is making efforts to develop heuristic teaching curriculum. In

terms of practicing ability education, the School of International Business uses diverse teaching methods, including group presentations, case studies, and simulated negotiations, to enhance students' ability to apply relevant theoretical knowledge to solve real problems.

4) *Faculty building and development.* Because the education of professional master's degree is to help student develop a solid theoretical foundation and adapt to certain industries or occupations which required high-level expertise and practical ability, the MIB education of the School of International Business implements "Double mentor" rule. Therefore, the recruitment of Off-campus mentor has become an important part of faculty building of the School of International Business, SWUFE. Up to 2014, the School of International Business has been hiring total of 72 Off-campus mentors, which are recommended by many prestigious experts and scholars. These off-campus mentors are either having a PhD degree or more than five years of working experience, ranging from experts with overseas educational background to business officials with a master's degree or above, and other experts in the actual commercial work. With a flexible management system and dynamic incentive mechanisms, each session of mentor is selected carefully to maintain the vigor and vitality of mentors.

5) *Professional Practice.* Southwestern University of Finance and Economics currently has seven professional practicing bases as important links and platforms to shorten the adapting period for students when shift from school to society. These professional practicing bases have become important places for the MIB students of Southwestern University of Finance and Economics. International business practice internships and the content of the experimental practicum lessons in school such as international trade practice simulation practice, competitive simulation training, international business Championship, World business trip, etc., together constitute the compulsory practical parts of MIB students, providing a variety of choices for students to participate in professional practices

6) *Educational quality evaluation.* In the work of dissertation topic selection, it has become more diversified. Topics of the dissertation can be selected from international business-related fields, reflecting the breadth of the topics. SWUFE requires that all the dissertations have to be read and appraised by mentors and Off-campus mentors, appraising strictly from innovation to academic value in order to ensure the quality of MIB education. In addition, the analytic hierarchy process (AHP) is also used to construct education quality evaluation model. By using this model, the content and the composition of comprehensive evaluation index system could be found, as well as the weight of the index level to the objective level.

B. Current Achievements

In order to explore a new education system of MIB, the School of International Business of SWUFE has been committed to innovatively create new features of MIB education and has been successful in substantially enhancing the comprehensive management ability of international finance, including management of multinational finance enterprises (micro-level) and the regulation for international finance institutes (macro-level). Meanwhile, the School of International Business of SWUFE has constructed a new mechanism for joint education, fostering students' international vision and comprehensive quality, and effectively enhance the professional and practical ability of MIB students.

1) *Innovating personnel training system and improving the quality of personnel training.* To highlight the features and the advantages, Southwestern University of Finance and Economics investigated the training mode of many International Business Schools in many countries and regions in the Anglo-American universities, and to actively explore and improve the full-time professional degree in International Business graduate training mode. Also, the School of International Business actively organized multi-party research, revised professional degree postgraduate training programs. At the same time, the School of International Business teased out all aspects of the whole process of assessment and specifically detailed the norms for students from dissertation proposal to dissertation presentation. In order to ensure the quality of the dissertation, the School of International Business clearly defined quality requirements for master's and doctoral dissertations related to each section. For the problems occurred, the School of International Business make detailed, multi-level provisions on the issue of MIB dissertation, embodied in a clear guidebook that involves every regulations.

2) *Increasing the intensity of internationalized talents education and promoting international elite talent training.* In order to strengthen the professional disciplines construction of SWUFE, further enhance the internationalization level and comprehensively improve the quality of curriculums, SWUFE has employed a number of overseas professors to give short-term courses for postgraduate students to improve the students' study ability, practical ability and to broaden their international vision. Based on the concept of "comprehensive, in-depth, wide-area, multi-channel", the School of International Business has expanded international exchanges and cooperation projects with partner institutions, covering more than 10 internationally prestigious universities, ranging from Europe, Asia (including Chinese Hong Kong) to America. The collaborations involve both teachers and students level (see Table3-2). Teacher-level projects involve visiting, building professional courses and research cooperation. Students-level collaborations involve credits exchange, summer courses, paid internships, short-term visits, accelerated Degree, double Master and PhD and others. By building international collaboration platform, both the level of international education and the level of internationalization of

the School of International Business has been developed to a new height.

TABLE IV. INTERNATIONAL COOPERATION PROJECTS OF INTERNATIONAL BUSINESS SCHOOL

No.	Partner	Starting time	The main content of cooperation
1	Indiana University of Pennsylvania	Since 2009	The teacher level: Teacher exchanges and research cooperation The student level: Student exchange program
2	New York institute of technology	Since 2009	The teacher level: Teacher exchanges and research cooperation The student level: Cooperation to develop the MBA (MBA) program, DBMD, double master's project, summer travel projects;
3	Energy and Water Institute of New York	Since 2010	The teacher level: Teacher exchanges and research cooperation The student level: Student exchange program
4	Stanford University	Since 2010	The teacher level: Teacher exchanges and research cooperation The student level: Short-term exchange, credit swaps
5	University of California Berkely	Since 2010	The teacher level: Teacher exchanges and research cooperation The student level: Student exchange program

6	Birkbeck, University Of London	Since 2010	The teacher level: Teacher exchanges and research cooperation The student level: DBMD, double master's project, MD-PhD program
7	University of Nottingham	Since 2009	The teacher level: Teacher exchanges and research cooperation The student level: Student exchange program
8	School of Business, Brock University	Since 2009	The teacher level: Teacher exchanges and research cooperation The student level: Student exchange program
9	The Universitat Rovira I Virgili	Since 2011	The teacher level: Teacher exchanges and research cooperation The student level: Student exchange program
10	The World Water Organization	Since 2010	The teacher level: Teacher exchanges and research cooperation The student level: Student exchange program
11	Hong Kong Baptist University	Since 2010	The teacher level: Teacher exchanges and research cooperation The student level: Student exchange program

3) *Constructing platform for practical education and strengthening professional degree features.* To further deepen reform postgraduate training mode and strengthen our teaching

practice, the School of International Business hired dozens of officials as Off-campus mentor from government departments, enterprises and the financial sector to strengthen the convergence of professional and practical classes. Meanwhile, the School of International Business has set up several training bases with large foreign-market-led companies. Through the establishment of bilateral strategic partnership, the cooperation has been made on the aspects of training of internationalization personnel, scientific research, social services and etc. At the same time, the School of International Business has employed professional training institutions to expand the quality of training for all graduates. Since 2011, the training system has been continuously adhering to three sessions, making a positive educational effect and being highly valued by students.

4) *Strengthening students' employment guidance and improving the quality of MIB graduate employment.* The School of International Business began to recruit graduate of international business degree since 2011, it has always deemed it its duty to develop distinctive comprehensive applied talents and focus more on student career guidance. The employment rate of MIB grade 2011 and MIB grade 2012 both achieved 100% and the quality of employment had been significantly improved. Due to the more diversified employment, bank employment rate fell by 9%, other types of employment improved and employment destination mainly involved in the banking sector, non-bank financial institutions and other enterprises, in addition, the high comprehensive quality of MIB graduates of the School of International Business are fully welcomed by employers. Every year MIB graduated working in the banking sector or relevant financial institutes account for more than 25% of total employment.

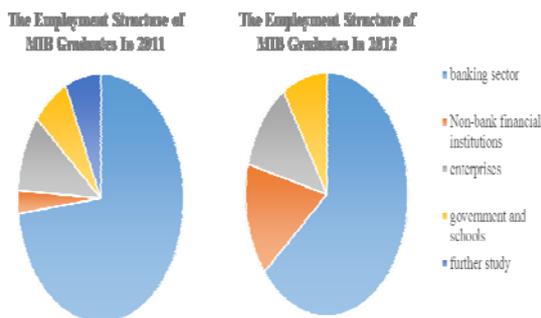


FIGURE 1. THE EMPLOYMENT STRUCTURE OF MIB GRADUATES IN SWUFE

V. PROBLEMS AND SHORTCOMINGS

Through the former efforts, Southwestern University of Finance and Economics has achieved some success in full-time MIB education. However, there are still problems and shortcomings in certain aspects which remained to be improved and perfected in the future.

A. Practical Aspects are Relatively Weak

Domestic education of international business pays plenty of attention on academic personnel expertise teaching, but on the other hand, the practice training and learning have not yet reached a certain level. The curriculum amount is not large enough [10]. So the introduction of foreign outstanding practical courses, the construction of off-campus internship base are significant measures to improve the present status. Currently, the international business practical teaching in Southwestern University of Finance and Economics is mainly based on internship, and so is other universities within our country. The form is not only out of date, but also single, which leading to an undesirable overall results. The main reasons can be presented as follows: 1) the work-volume of some trade business is so big that one person cannot handle it alone; 2) a term of business, especially when it comes to foreign trade, can last for quite a long time, which make it difficult for students to complete the whole transaction during an prescribed internship period; 3) part of the work in the process of trade negotiations will involve the corporate trade secrets such as a bargaining chip, upset, etc., which are not easy for an outsider to know. So the core business is out of reach, practical teaching can hardly be fully effective.

B. Lack of Comprehensive and Scientific IB Education System

While learning the classic knowledge of management, economics and other disciplines, certain attention should also be pay to the theoretical knowledge of emerging discipline and interdisciplinary learning. As international business are highly inter-disciplinary field of learning, the latest theories and researching results of various disciplines should be well understood and familiar so as to deal with the complex situations in practice. However, the current mode of teaching cases has become obsolete and has been lacking latest updates and improvements [11].

C. Lack of Compound Teachers that Own the Interdisciplinary-Training Skills and the Combination of Theory and Practice

Currently, among the teachers of MIB of Southwestern University of Finance and Economics, the vast majority of them are taking double duty to supervise both academic degree and professional degree students. Based on this background, many mentors can easily transport the path of academic degree students to that of professional degree directly more or less. Professional degrees and academic degrees are quite different in many ways, such as training specifications, training objectives, etc. Therefore, there are significant differences in the curriculum, in-classroom teaching, mentoring and other aspects between professional degree education and academic education. Specifically, the curriculum should be more practical in professional degree; the teaching method should be greater use of appropriate talent training; mentors should also carry out targeted guiding path based on the characteristics of professional degree [12]. If the link is not enough to highlight the characteristics of professional degree, it would be difficult for students to understand the special nature of professional degree in international business culture, let alone getting special harvest. As for outside-school instructors, we has not

established a professional and tailored part-time teacher group as well as education faculty for international business professional degree graduate. It is reflected by some students that the role of out-campus mentor is not too significant.

VI. SUGGESTIONS & SOLUTIONS

Given the findings, the following problems commonly exists in the present professional degree education system: weakness in practical teaching, the lack of comprehensive and scientific IB education system, lack of compound faculty. The MIB education in China is still in the exploratory stage and not mature yet, to find the problem is the first step to provide effective measures for better development and improvement. This paper explores the more suitable training mode for Chinese MIB education so as to further improve the quality of personnel training via educational objectives, enrollment and educational system, curriculum and teaching system, faculty building and development, professional practice and educational quality evaluation.

A. Clarify the Educational Objectives

Universities should firstly clarify that its ultimate goal of personnel training is to transport the relevant national talent for our country. So it is important to make clear the needs the country on talent. The country need high-level international business decision-making and managing people, in another word, it is professional and applied talents. The International orientation, Practical orientation and Innovative orientation could be used.

B. The Enrollment and Education System Adjustment

According to the statistics of talent employment flow and the number of domestic existing MIB and its demand and importance analysis and other indicators, certain rectification can be done in academic terms. The professional master degree in International business takes relatively two year in general, taking into account its impact on employment, it is recommended to adjust the school system to match the actual situation. To be more specific, appropriate compression of in-school time should be taken, so as to give the graduate students more time and space to practice and to do academic research. In this way can we put the theory into practice.

C. Improve the Teaching System

Currently, there is not a uniform standard in the curriculum system of International business master's degree. Thus, forming a distinctive curriculum and education system that can reflect the characteristics as well as advantages of the college or university has become an extremely important issue. Specific measures can be taken as the following three aspects: firstly, introducing out-school instructors and practice base, combining the theory of learning with practice; secondly, innovating teaching methods and improving teaching diversify, teaching in small classes and by cases as more as possible, strengthening the practical learning ability of students; thirdly, improving the implementation of localization of materials and preparation of cases, including the domestic classic business-case database construction and documentation and so on.

D. Strengthen the Construction of a High-level teacher Group

The education of International business professional master degree claim for a relatively high requirement for teachers in general: teachers should not only have a solid theoretical foundation, but also have a strong application-ability and a combination of theory and practice. Therefore, the following three ways can be taken to improve the quality of the faculty: Firstly, building a rigorous talent-introduced mechanism to elect the high-level teachers with oversea-study background; secondly, to implement dual tutorial, namely, expanding the group of academic education mentor as well as the practical-rich teacher resources; thirdly, to mobilize the power of out-school instructors, establish the international business talented person training base and enrich their practical experience.

E. The Implementation of Professional Practice

A high-quality and professional practice experience is an important guarantee for international business talent training, which cannot be separable from the out-campus practice base building. Hence, colleges and universities should further strengthen the management and build an international business professional master degree practice base, improving its service and quality evaluation system with government policies, especially the human research subsidies and funding support policies. Enterprises should strengthen practice base building that matched with the university development, ensuring its sustainability.

F. Introduce and Improve the Quality Evaluation System

The assessment of the quality of higher education is enhanced in terms of organization, methods, models, etc. To make continuous improvement, study of foreign systems from western countries and combination with actual situation are required. This paper proposes the following suggestions: First, to establish and improve the introduction and development of multi-index system to evaluate and assess the reputation of teaching and practicing of in educational outcomes for talent so as to achieve effective assessment; second, to develop and strengthen the self-assessment mechanism of professional master degree education, which can lead to a better quality of teaching and personnel training, keeping working at a high level of development.

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