

Research on the Cultivation of Cross-border E-commerce Undergraduates in Chinese Universities

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Abstract. With the rapid development of China's cross-border e-commerce industry, there is a huge demand for cross-border e-commerce's talents in the market. However, there is a huge shortage of cross-border e-commerce's talents in China and it is difficult to adapt to the market demand in the talents' training mode. On the basis of demonstrating the necessity and feasibility of setting up cross-border e-commerce undergraduate programs in Chinese universities to cultivate cross-border e-commerce application - oriented undergraduate talents, this paper proposes to build a curriculum system for cross-border e-commerce undergraduate programs in universities, improve the training and practice system in and out of universities for cross-border e-commerce majors, and cultivate compound cross-border e-commerce talents.

Keywords: cross-border e-commerce; professional personnel training; curriculum system; university-enterprise cooperation.

1. Introduction

According to the "2017-2018 China's Cross-border E-commerce Market Research Report" released by iiMedia Research, the overall transaction scale of China's cross-border e-commerce reached 7.6 trillion yuan in 2017, and will reach more than 9 trillion yuan in 2018; the transaction scale will also maintain 30% average growth rate. [1] Therefore, cross-border e-commerce will become an important driving force for China's foreign trade growth and an important engine for innovation-driven development, the development of cross-border e-commerce is inseparable from cross-border e-commerce talents, at present, cross-border e-commerce enterprises have exceeded more than two hundred thousand, the number of direct staff of e-commerce service enterprises has exceeded three million, and the number of indirect staff exceeds twenty-one million. [2] However, cross-border e-commerce still lacks talents and has become one of the bottlenecks restricting the development of cross-border e-commerce.

2. Demand Characteristics of Talents for Cross-border E-commerce

According to the "China's Cross-Border E-commerce Talent Research Report released by the China E-Commerce Research Center in June 2015, the survey results of the talent types required by enterprises show that the talent demand for cross-border e-commerce has the following characteristics:

(1) The demand for talent numbers exceeds the supply. There has been a huge shortage of talent and unsuitability. 85.9% of enterprises believe that there is a gap in cross-border e-commerce talents. In the survey, 17.6% of the enterprises do not recruit the right talents, while the rest of 82.4% of the enterprises recruit people, but these "talents" utterly cannot meet the demands of enterprises. Cross-border e-commerce belongs to emerging industry, and the industry talent stock is insufficient. There are relatively few cross-border e-commerce majors in domestic secondary vocational colleges; the number of talents presents a serious shortage from the demand level and supply level of cross-border export e-commerce talents.

(2) Undergraduate talents, mid-level talents and job talents are in short supply. According to the survey, enterprises' demand for academic level of cross-border e-commerce talents as shown in Fig.1-3, the undergraduate level demands reach up to 53%, the junior college level is 36%, the master and

doctor are 11%, the demand is as high as 68.4% for mid-level talents with certain skills and practical training, 17.8% of the top talents in the industry, 13.8% of junior talents with basic operation and entry knowledge. At the same time, the gaps in business job, management job and technical job talents are 61%, 16% and 23% respectively. [3]

(3) There is misplacement phenomenon of talent training mechanism and talent demand. If colleges only increase the number of talent training and cannot meet the needs of enterprises, there is still fitness problem. According to the survey, enterprises pay the most attention to the following abilities of cross-border e-commerce talents, the weight choice of different enterprises for network marketing, electronic transaction and payment, e-commerce logistics capability, website construction and maintenance, they are 100%, 85.2%, 45.78%, and 22.7%, respectively. [4] As shown in Fig.4, the existing university systems, including middle and higher vocational colleges, their training system e-commerce related major is out of touch with the actual needs of enterprises, and there are problems in training the above-mentioned abilities, students' ability to solve problems is not strong, professional knowledge is not solid, knowledge is narrow, and vision is not broad enough.

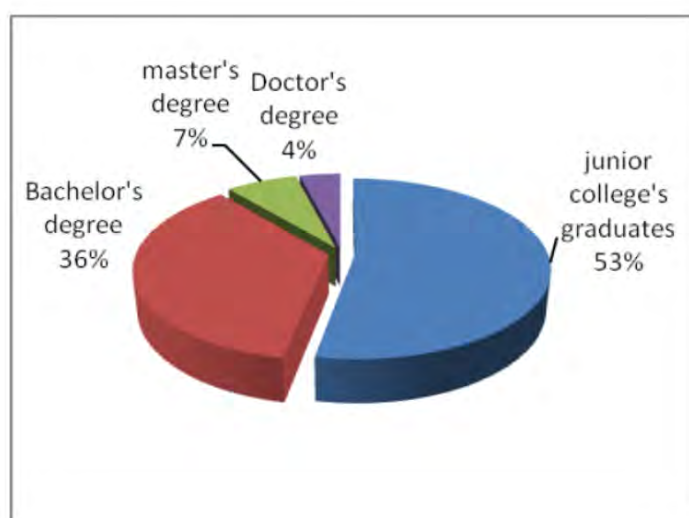


Fig.1 academic demand for cross-border e-commerce professional talents

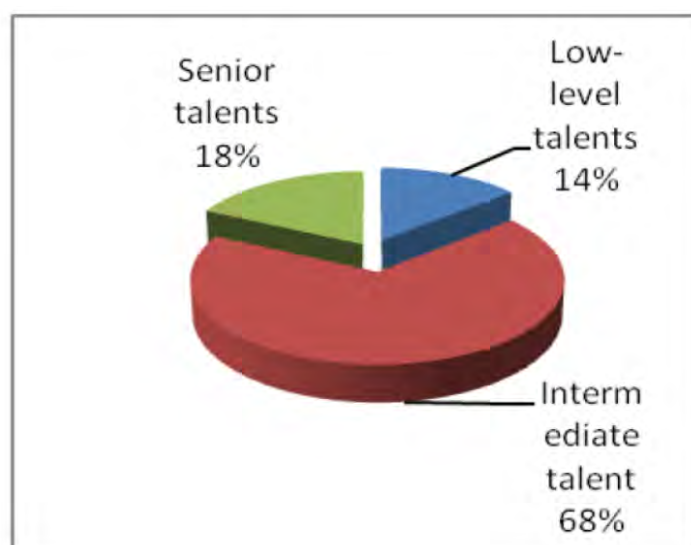


Fig.2 level demand for cross-border e-commerce professional talents

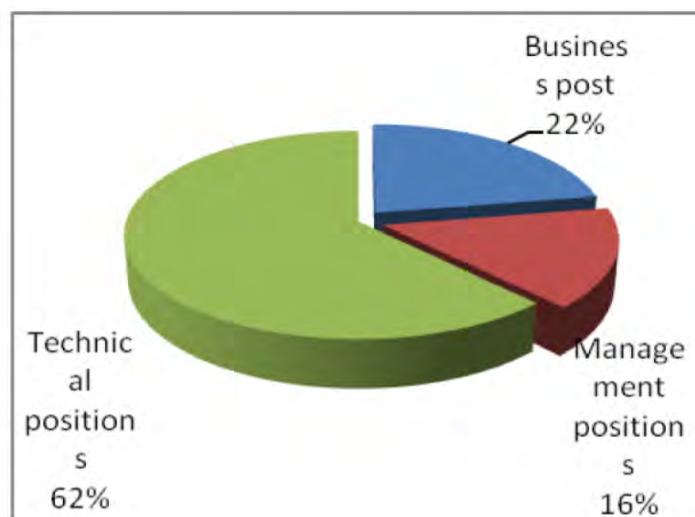


Fig.3 job demand of cross-border e-commerce professional talents

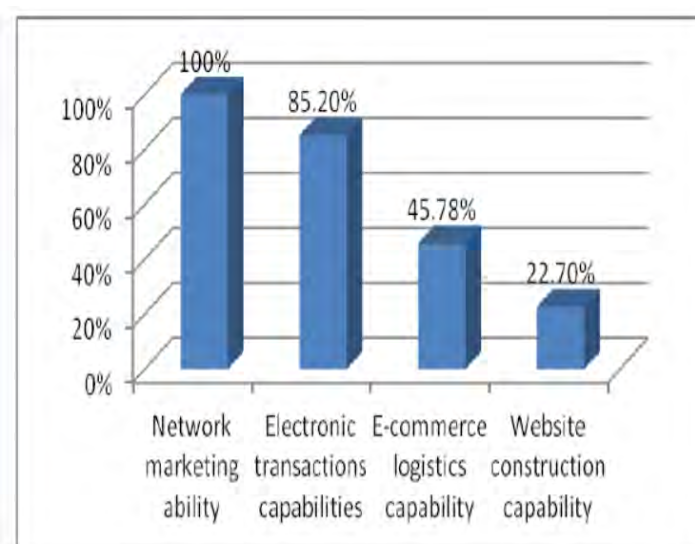


Fig.4 ability demand condition of cross-border e-commerce professional talents

3. Problems in the Training of Cross-border E-commerce Talents in Colleges and Universities

3.1 Lack Systematic Training Programs, Major Settings and Curriculum System

According to the "China Cross-border E-commerce Talent Research Report" released by China E-Commerce Research Center in 2016, the survey result shows that 65% of enterprises are more inclined to recruit compound talents with interdisciplinary knowledge. However, the knowledge reserves of e-commerce, foreign trade and other related majors are far from enough. Cross-border e-commerce talents are compound talents for the global market; they must not only master the professional knowledge and skills of cross-border e-commerce, but also have certain marketing abilities, and also need to have a high level of foreign languages and so on. Because colleges and universities do not form a systematic training program for cross-border e-commerce talents at present, there is no independent major setting and curriculum system; the learning of cross-border e-commerce often add relevant training courses based on e-commerce, international trade and other professional training programs. The learning effect is greatly reduced.

3.2 Insufficient Mastery of Graduates' Professional Skills

In the survey of "China Cross-border E-commerce Talent Research Report", 82% of enterprises hope that universities adding practical courses. Cross-border e-commerce practitioners should first have certain foreign trade business abilities. It is necessary to be familiar with foreign trade business processes and related laws and regulations, know filling various foreign trade documents, and actively carry out online transactions, use EDI to conduct related business processing of customs clearance, inspection, tax refund, logistics, international settlement; and so on, from media, cross-border e-commerce also belongs to category of e-commerce, which require practitioners to have strong e-commerce information retrieval, collection, production and release abilities, and strong network marketing and promotion abilities. In summary, the professional skill training of graduates of related majors in China's colleges and universities are far from enough in comparison with the professional skills that cross-border e-commerce professionals must have.

3.3 The Practice of Traditional International Trade Courses is Divorced from Reality

The training system of traditional international trade and e-commerce major mainly relies on virtual trade simulation and e-commerce simulation software, such as SIMTRADE, POCIB and other software, lack real market trading environment, and has the characteristics of simplification and virtualization. The shortcomings are as follows: first, in the simulation training, the traders are basically students who are reading, which is significantly different from the traders in the real environment; the students can't get a real practical experience in the simulation training, second, the students can't really feel the transportation of goods, capital flow and profit loss, so it is difficult to train students' practical ability; third, the current simulation training software is basically based on individual practice, and students don't have deep understanding of the teamwork they need in real life..

4. Suggestions on the Training Modes of Cross-border E-commerce Talents in Colleges and Universities

4.1 Set up Cross-border E-commerce Majors and Train Applied-Level Undergraduate Talents

At present, construction of China's cross-border e-commerce major is still immature, and it is only a training direction for related majors in most colleges and universities. Enterprise recruitment can only choose graduates of international trade, e-commerce and other graduates of cross-border e-commerce majors in higher vocational colleges. Although some high vocational colleges have set up cross-border e-commerce majors to train talents in this field, higher vocational colleges mainly emphasize the training of skills level, and cannot pass on the knowledge foreign trade, e-commerce, foreign languages, computer networks, and intercultural communication, cross-border e-commerce operations, cross-border e-commerce brand operations, cross-border platform marketing planning, and other theories and practice to students, and students cannot gain competitiveness in the job market.

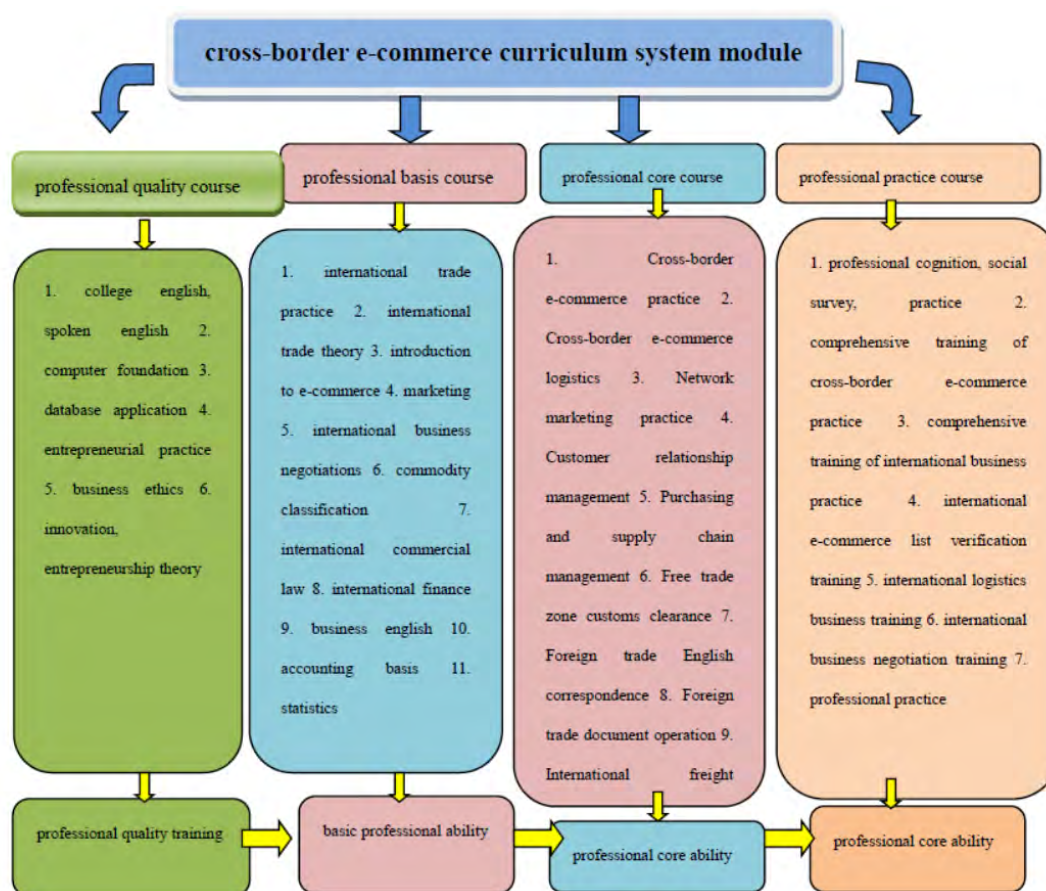
Through the above analysis, it can be seen that the market demand for cross-border e-commerce talents at the undergraduate level has reached more than half of the demand for total talents. A qualified cross-border e-commerce talent should have theoretical literacy in economics, management, and foreign languages, and have strong cross-border e-commerce application ability; cross-border e-commerce undergraduate major is a major combined with comprehensive theoretical knowledge training and practical operation training, which just adapt to this demand.

Although there are few colleges and universities set up cross-border e-commerce undergraduate majors in China, many applied undergraduate colleges have more or less set up majors related to cross-border e-commerce, for example, e-commerce and international economic trade and so on. [5] Some undergraduate colleges have accumulated some experience in practical teaching and theoretical teaching by setting up cross-border e-commerce module courses or building cross-border e-commerce majors. Therefore, as long as the school and extra-school related school resources are integrated, a

teaching staff with cross-department, interdisciplinary, reasonably structured, and background knowledge in line with major is set up, special funds and other resources are allocated, and some applied undergraduate colleges and universities will be fully having basic conditions for setting up cross-border e-commerce major.

4.2 Design of Training Curriculum System of Undergraduate Talent for Cross-border E-commerce Major

It is impossible to build a professional core competence without a distinctive curriculum system setting. Cross-border e-commerce is an interdisciplinary subject, the construction of its theoretical curriculum needs to integrate multidisciplinary theoretical knowledge and focus on teaching and investigation. Cross-border e-commerce talents need to understand international trade and sales, know the cross-border e-commerce business process and operational characteristics, need good business English communication skills, but also need solid computer processing and network technology abilities, in allusion to the core quality demands of the above-mentioned cross-border e-commerce talents, and the major sections of the curriculum system are reasonably set, especially the professional courses, the major sections of the curriculum system are reasonably set up, especially the professional course section. Because the development time of cross-border e-commerce is short, there are still many problems in the curriculum setting. Cross-border e-commerce is a fusion of electronics and international commerce; which has the strong discipline comprehensiveness and complex knowledge system characteristics and so on, the interrelationship between international business and electronic technology courses in the curriculum setting should be paid special attention to. We have divided the four-year courses of cross-border e-commerce majors into four modules: professional quality courses, professional basic courses, professional core courses and professional practice courses.



4.3 Construction and Improvement Inside and Outside the School Training and Practice Systems for Cross-border E-commerce

Many enterprise persons in charge said that graduates they are currently recruiting, after graduated nearly one year, they are still in the learning or practice state, it takes about half a year to cross the threshold, and it is difficult to really solve the practical problems in the foreign trade business for enterprises. The main reason for this problem is that the graduates' knowledge system trained by our colleges and universities is relatively single, the theoretical knowledge and actual business are out of touch, and there is a lack of practical exercise, the operation ability is weak and cannot meet the needs of professional positions. Therefore, it is necessary to strengthen inside and outside the school training and practice system construction of the cross-border e-commerce major, it is necessary to solve the problem of graduates' job adaptability by connecting with employers.

In the above curriculum systems, there is a training curriculum system inside and outside the school; cross-border e-commerce training should adopt a full-real training mode, students' practice is main and supplemented by teachers' guidance. Because cross-border e-commerce training courses require students to have strong comprehensive ability and marketing, cross-cultural communication, financial accounting analysis, and other theoretical reserves, comprehensive training courses should be started in the first semester of junior year, the software, on practice in addition to the course simulation software of the system purchased by the school, should carry out the simulation of the course, and should consider guiding the entrepreneurial school to set up the research and entrepreneurship fund with the actual project, through third-party platforms, for example, Alibaba, AliExpress, Ebay, Amazon, etc. establish the practice system dominated by entrepreneurial projects; explore the group's entrepreneurial teaching, project-based teaching, group-based teaching and other teaching content, group research and development, and other teaching contents, focus on building an innovative entrepreneurial teaching system for technical talents, enables students to directly conduct cross-border e-commerce practice on campus in comprehensive cross-border e-commerce platform. [6] Students can conduct practical training in groups; can choose suitable positions according to their own characteristics and specialties, such as market person in charge, operation person in charge, customer service person in charge, and train a various professional skill and initial management skills in full practice training.

Moreover, the construction of cross-border e-commerce out-of-school training base should be paid attention to according to the characteristics of the university's own environment, cooperate with local industries or enterprises, establish cross-border e-commerce training base, so that students can truly enter the enterprise, truly feel the enterprise environment, daily working atmosphere, deal with and solve problems in the real business environment, play role in serving the local industry and enterprises, promoting local international trade upgrades, enhancing the core competitiveness of the industry, and cultivating the innovative and entrepreneurial talents. In the specific operation, students can enter out-of-school enterprise parks to carry out 4-8 weeks of experiential training in the next semester of the junior year; the shift training and entrepreneurship training are carried out in the enterprise park in the last half of the senior year. The students experience network access and system setup, business foreign trade negotiations, etc., this practice not only greatly enhances students' practical skills, but also stimulates the enthusiasm of enterprises to participate in personnel training, and improves students' practical ability, technical skills and professional qualities, train entrepreneurial talents. Students can practice by experience practice, post-practice, and shift practice. Through the gradual basic training, comprehensive application and advanced application three levels of teaching practice training, the students' comprehensive skills are developed; knowledge extension ability is enhanced and improved students' innovative ability. [7]

5. Conclusion

At present, the cross-border e-commerce industry is developing rapidly, and the talent training of colleges and universities has failed to adapt to the development trend of cross-border e-commerce, which has become one of the reasons for the lack of cross-border e-commerce talents. Therefore,

colleges and universities should base on the full investigation of market demand, the school basis of international trade, marketing, e-commerce and other disciplines, as well as school experience of cross-border e-commerce module courses or direction are used to improve teaching content, reform teaching models, etc., actively apply for cross-border e-commerce undergraduate majors and train applied undergraduate professionals of cross-border e-commerce applications that are urgently needed in the market.

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