A Brief Study of Job Seeking for International Business Majors

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Abstract. Employability covers both abilities referring to the ability of job hunting and the sustainable ability of completing job well and carrying out one’s career successfully. Therefore, a cultivation of students’ employability in university is of importance to their development after graduation. On the one hand, it is not hard for students to find a suitable job they can adapt to the environment quickly, on the other hand, it is beneficial to develop their life career. The paper aims at exploring some abilities which cover correct direction of employment, professional training, specific course design, construction of teaching staff, which are important to cultivate international business students who are able to obtain the employability.

Introduction

With the increasing number of college graduates, the employment situation is becoming more and more serious. It is the truth that students’ employment has its direct influence upon the national stability and economic development. So it is necessary to analyze some issues on teachers in the international business and students who should be trained so that a way of employment can be sought out. Currently, there are some problems that international business students are faced with. For example, the curriculum system is unreasonable and lacks of practical teaching. This has led to the lower employability which cannot meet the needs of enterprise. Colleges and universities should pay much attention to these problems. The most important thing that should be done is to make a new orientation that students majoring in international business are required to seek the employability under the context of globalization.

Some Abilities that Graduates Should Have

The ability of undergraduate students in international business major is categorized as five parts containing basic working ability, enterprise management ability, the ability to be familiar with a foreign language and the basic practical ability. These capabilities are available to every qualified international student. Therefore, in college and university education, curriculum design should be aimed at cultivating students’ capabilities mentioned here. Each capability is tied with each other, which the last one plays an important part in future occupation [1]. The following is the further explanation of these five abilities.

Basic Working Ability

Basic working ability refers to the ability that students are able to put themselves into work quickly and to choose what they like to do. It means that students are required to have proficiency in both theoretical knowledge and professional knowledge. Courses like finance, enterprise production, enterprise management and business negotiations should be mastered firmly. Students are required to be familiar with the differences among different national policies, laws, regulations, international business laws, international business theory and relevant knowledge [2]. In addition, students are required to have the abilities of office software operation, application writing, basic business communication and management, e-commerce operation. With these abilities, students are capable of adapting themselves to their first job in a certain company.
Enterprise Management Ability

International business consists of trades and transactions at a global level. These include the trade of goods, services, technology, capital and/or knowledge.

It involves cross-border transactions of goods and services between two or more countries [3]. Transactions of economic resources include capital, skills, and people for the purpose of the international production of physical goods and services such as finance, banking, insurance, and construction. International business is also known as globalization. Globalization refers to the international trade between countries, which in turn refers to the tendency of international trade, investments, information technology and outsourced manufacturing to weave the economies of diverse countries together. To conduct business overseas, multinational companies need to separate national markets into one global marketplace. In essence there are two macro factors that underline the trend of greater globalization. The first macro-factor consists of eliminating barriers to make cross-border trade easier, such as the free flow of goods and services, and capital. The second macro-factor is technological change, particularly developments in communication, information processing, and transportation technologies. International business is also defined as the study of the internationalization process of multinational enterprises. With the understanding of international business, colleges and universities should focus on cultivating students’ management ability, especially enterprise management ability. In other words, ability of communication, coordination, decision-making and implementation should be trained at school. In addition, the ability of international trade theory and practice, international trade operation, international logistics, import and export training, international settlements, foreign trade accountancy, international business management, human resources management, corporate finance, public relations is to be cultivated.

Proficiency in a Foreign Language

There is no doubt that mastery of foreign languages is of importance to undergraduates. With the rapid development of foreign trade, the number of foreign enterprises has increased substantially [4,5]. This creates more opportunities for college graduates to find jobs in foreign companies where they can develop themselves with their professional skills. In order to work effectively in foreign companies, the most priority is to master a foreign language skillfully, which means that foreign language ability should be developed before seeking a job in a certain foreign company. In reaching this goal, colleges and universities attach great important to the curriculum design for students. Either in class or out of class, more activities should be held to practice foreign language [4,5]. Among foreign languages, English as the global language is the most important subject in the school curriculum.

Intercultural Communicative Competence

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. Title The term was coined by Dell Hymes in 1966, reacting against the perceived inadequacy of Noam Chomsky's (1965) distinction between linguistic competence and performance. To address Chomsky's abstract notion of competence, Hymes undertook ethnographic exploration of communicative competence that included "communicative form and function in integral relation to each other". The approach pioneered by Hymes is now known as the ethnography of communication. The notion of communicative competence is one of the theories that underlies the communicative approach to foreign language teaching.

The understanding of communicative competence has been influenced by the field of pragmatics and the philosophy of language, including work on speech acts. Based on the definition of communicative competence, intercultural communicative competence refers to user’s both language knowledge and culture knowledge. As the world is becoming interdependent, different cultures have influence among different nations, which will bring cultural barriers, cultural assimilations and cultural understanding. Therefore in universities or colleges, it is
necessary to have a purposeful course design concerning with topics of different cultures [6]. This will enhance student’s cultural knowledge that lays a solid ground for them to perform communication smoothly in the intercultural communication.

**Basic Practical Ability**

Basic practical ability is easy to understand because it focuses on the practice that theory students have learned should be integrated with the real world. This ability reflects each individual’s good academic achievement in their professional subjects at school. With this professional knowledge, students should be aware of the significance of how to convert the knowledge into practice. Thus, in their school life, teachers should organize all kinds of practical activities for students to practice, which develops their doing ability. For example, students are arranged to visit some companies and banks to learn. In this way, practical ability will be cultivated and will be useful to their future job practice.

**The Problems in the Training Mode and Its Influence on the Cultivation of the Employability**

Currently, international business as a new subject is not developed well in Chinese higher education. Some colleges and universities offer international business in the foreign language department and some relevant departments. Due to the short history and lack of mature professional guiding ideology, there exist some problems in the development of international business. So the exploration of international business is under the way.

**Lack of the Guiding Principle**

In the curriculum of international business, more attention is paid to the theory teaching instead of practical ability, which is the most serious problem. Students are required to memorize a large number of theories without clear understanding. The practice of theory has been ignored and there is no explicit guiding principle for constructing the curriculum.

**Lack of Clear Major Orientation**

In terms of training mode, international business belongs to the management. However, in some universities, international business is equal to the international economy and international trade that belong to the economics. The vague classification will result in problems contained in the curriculum.

**Shortage of Professional and Practical Teachers**

International business as a course studied in college and university has its short history in China, which means that there are no enough professional teachers who are qualified for both teaching and directing practice.

**Traditional Teaching without Much Innovation**

In Chinese education, traditional teaching is still used in the classroom. Teacher-centered methods are put in the priority even quality education policy has been proposed for many years. The problem of traditional teaching hinders the development of students’ innovation and brings about a kind of lazy phenomenon.

**Solutions to the Problems of Students’ Employability**

As stated in the first part, employability is a major task for the higher education. College and university shoulder the great responsibility for finding solutions to this problem. The following idea is to list for educators to think about.

**Clarification of the Guiding Ideology of International Business**

When entering university, teachers are supposed to introduce the purpose of international business to students in a very detailed way. Students are expected to understand what is their
orientation after graduation. If students are fully clear about their life career, they will have a right path in planning their campus study. Therefore, university authority should make a good teaching curriculum in accordance with the needs of society. With a clear guiding ideology, both teachers and students are able to fulfill their tasks respectively.

Further Improvement of Courses

The improvement of courses is of importance to the employability of students. This includes course offering, teaching resources and practical experience. In addition to that, versatile and practical talents are written in the teaching syllabus. In realization of this, it is important to expand the depth of knowledge that students are encouraged to obtain at school. At the same time, teaching means should be enriched and the traditional single classroom teaching mode should be broken.

Improvement of Laboratory and Building of Practical Base

The laboratory built for students majoring in international business plays a key role in having much understanding of doing business upon their steps on society. In the context of New Era, basic facilities such as laboratory should be provided for students to conduct practice. In addition, the practical base is needed to establish by having more contacts or communications with either local bank, joint adventure or outside companies.

Improvement of Teaching Performance

It is important to have a strong teaching team to make a study of teaching performance either weekly or monthly with teachers mutual observation and evaluation. Such seminar should be held down to earth so as to find or improve teaching methods, teaching procedures and etc.

Conclusion

The employability is a great concern for all undergraduates in their college education. It is not only responsibility of the school but also the government. This paper advocates the whole society to be aware of the significance of ability cultivation for students. It is optimistic to say that the realization of Chinese Dream relies on the education reform that is carried out by educators. Whether students are able to work well or not will be determined by the changes or policies from the educational system.

References