Research and Practice on the Order-oriented Talents Training of Cross-border E-commerce

Yan-Hong DU
Dept. of Foreign Studies, Guangzhou Vocational University of Science and Technology, Guangzhou, China

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Abstract. Both school and enterprise cooperate deeply and apply vocational knowledge and skills of cross-border post into core curriculum. They construct talents training program typical of industry characteristics of the “Ordered Class” through the orientation of talents training target, the development of core curriculum, the building of school training base, the supervision of teaching process and quality, and the sharing of mutual resources. The training mode is constantly adjusted and improved in teaching practice so as to cultivate high-quality and skill-oriented talents of cross-border major.

1. Introduction

With the rapid development of economic globalization and information technology, cross-border E-commerce is becoming a new engine driving China's economic growth. Since 2013, China has issued a series of favorable policies to help the development of cross border e-commerce. With the support of relevant national policies, many foreign trade enterprises are transforming and upgrading from traditional foreign trade to new cross-border e-commerce, urgently needing a large number of high-skilled talents who can engage in cross-border trade. Due to the leaping development of cross-border e-commerce industry, the talents trained by universities are far behind the market demand. The curriculum is not in line with the needs of enterprises; Teachers are lack of working experience in industry and enterprise; It is difficult for enterprise lecturers to enter the school; The Internet is changing too fast, and curriculum development lags far behind the needs of the market; Lack of real platform operation, etc. Many enterprises say that the talents trained by universities generally lack the practical knowledge and skills of cross-border e-commerce platform. Moreover, the updating of school textbooks can not catch up with the current development speed of cross-border e-commerce, resulting in a serious disconnection of knowledge. In the process of transformation, enterprises bear a great cost of personnel training. The “Ordered-based” talents training can help students quickly integrate into the operation of enterprises and save talent training costs. It is an effective way to solve the dilemma of cross-border e-commerce talent gap.

2. Research Thought

“Ordered-based” talents training is a type of school-enterprise cooperation mode and an important manifestation of the “Dual System” vocational education in China [1]. It means that both schools and enterprises formulate talents training programs together, sign employment contracts and personnel training agreements, integrate resources and cultivate students on the basis of equality, mutual benefit and complementary advantages through cooperation in technology, resources, equipment, scientific research and training, etc. In recent years, many higher vocational colleges in China are practicing the “Order-oriented” talents training based on school-enterprise cooperation, and have made great progress and results.
At present, Chaoshan Vocational and Technical College has established a cross-border e-commerce practical college. Panyu Vocational and Technical College has declared successfully the specialty of cross-border e-commerce. Yiwu Vocational and Technical College has set up “E-commerce Entrepreneurial Class”. A group of entrepreneurship stars and bosses have been trained, providing a good and successful reference for school-enterprise cooperation. The study of cross-border e-commerce mainly includes talents localization training strategies, platform co-construction, teaching mode reform, practical teaching and so on. Most of the cross-border e-commerce talents training based on school-enterprise cooperation in other universities is in the initial stage. And further research and practice are needed.

The order-based talent training mode is an effective way to train high-quality and high-skilled talents in Colleges and universities. It can better reflect the characteristics of application-oriented, and improve the students' ability in the alternation of work and study [2]. Under the background of rapid development of cross-border e-commerce and lagging talents training, we cooperate with Guangdong New Route Cross-border E-commerce Service Co. Ltd., set up the “Ordered Class” and formulate talents training program with industry characteristics based on learning from the reform experience of talents training mode in colleges both at home and abroad. In this way, the enterprise talents reserve is extended to colleges and universities [3]. The talents training program is adjusted and optimized in practice so as to form a virtuous circle of sustainable development of school-enterprise cooperation.

3. Practice

3.1. Cooperative Mode

Our college and the New Route cooperate in the way of curriculum implantation. Knowledge and skills of international trade and cross-border e-commerce are embedded into the professional core courses. Enterprise lecturers are stationed in schools. Both schools and enterprises train students together in the form of “Double Teachers”. Before the internship, students of the “Ordered Class” go to the New Route incubation base for a five-day pre-job special training; Students who pass the examination will participate in the “Campus Job Fair” organized by the new route, where they communicate with enterprises recruiter face to face based on divergent choice. Students will return to the New Route regularly for post-job training within one year.

3.2. Cooperative Practice

3.2.1. Determining the Goal of Talents Training

According to the research of small and medium-sized foreign enterprises in Pearl River Delta, the demand of many enterprises for knowledge and skills of cross-border e-commerce is as follows: Office software operation ability; Foreign trade e-commerce platform operation skills; Basic business negotiation and documentation skills; Fluent oral English communication and adaptability; A certain degree of workplace awareness, etiquette, telephone communication skills; Team consciousness and ability to resist pressure in the workplace.

Based on the above, we confirmed the training objectives of cross-border e-commerce talents, that is to train compound high-quality skilled talents with solid English foundation, systematic mastery of basic knowledge and operational skills in the field of international trade and cross-border e-commerce. Students should have the comprehensive English skills in listening, speaking, reading, writing and translating, and can skillfully use English to engage in foreign trade business, cross-border e-commerce operation and promotion, international logistics, documentary, customer service and other jobs.
3.2.2. Developing Core Curriculum

On the basis of analyzing the positions (groups) of cross-border e-commerce industry, both schools and enterprises summarized the typical tasks of the positions, refined the professional abilities and developed six core courses based on job demand, including cross-border e-commerce operational practice, international business documents, web design, customer relationship management, international logistics and freight forwarding, and international business negotiation. The courses are based on the needs of enterprise posts. Knowledge and skill points are modularized and embedded in the teaching of professional core courses.

Taking Cross-border E-commerce Operational Practice as an example, according to the needs of enterprises for talents, on the basis of jointly formulating teaching syllabus, curriculum standards and teaching plans, we designed eight learning modules: product upload, store decoration, platform rules, marketing and promotion, cross-border logistics, cross-border payment, risk control and customer service. At the same time, the training of knowledge and skills of Alibaba cross-border e-commerce was implanted, and the relevant certificates were obtained.

In the early stage of cooperation, teachers mainly come from the college, and enterprise lecturers are auxiliary. Enterprises provide technology, pictures, videos, cases and other support. School teachers make courseware on the basis of integrating enterprise resource, and write teaching plan combined with the ideas of enterprise lecturers. Enterprise lecturers train and guide students in the form of part-time job. Students continue to participate in online training after class, and enterprise lecturers conduct online live broadcasting, recording, on-demand, interactive answering questions etc.

3.2.3. Construction of Vocational Training Base in School

In accordance with the actual work flow and real workplace environment of cross-border e-commerce industry, both schools and enterprises jointly built an all-round and comprehensive training base so as to meet the needs of project-based teaching. The training base includes command area, meeting and negotiation area, and operation area. Among them, the command area is mainly used by teachers and enterprise personnel. The conference and negotiation area is mainly used for school-enterprise cooperation and exchange, conference, reception, business negotiation, etc. The practice area is for teaching, students' practical training and entrepreneurship.

The double teachers of schools and enterprises guide students to start their own businesses based on real products, real platforms and real tasks. Through the deep integration of production and education, a professional training base integrating project training, skills promoting and social services is built to enrich and optimize students' entrepreneurial practice environment, improve their innovative ability and promote their employment competitiveness and workplace adaptability.

3.2.4. Supervision of Teaching Process and Quality

The “Order-oriented” talents training is mainly based on the operation of DHgate, supplemented by the introduction of Amazon, Alibaba, AliExpress, Ebay and other platform rules, product upload, marketing and promotion etc. The talents training process is organized and implemented by both school and enterprise, and the teaching quality is evaluated together.

Monitor responsibility system is implemented in the “Ordered Class” with team leaders, assistants and school committees. Schools, enterprises, teachers and students jointly building cross-border e-commerce operation teams. Enterprise first introduces the platform rules, operations and job responsibilities, then implants typical cases into the curriculum, and guide students to the post role through task-based teaching and group cooperation method. Students are divided into groups of product development, quotation, web design, sales and promotion. Six students in each group completed the assigned tasks respectively, which are scattered throughout the semester and completed under the guidance of the teacher. For example, after demonstrating various search engines, social network platforms, mailboxes and other customer
development skills, the promotion group analyzes, summarizes, and displays the results in the form of PPT, video or finished products.

The common task of the team is the implantation of the whole platform operation process, including product selection, product upload, customer development, promotion, order processing, store decoration and so on. Teachers guide students to master the whole process of opening stores in the process of completing tasks, such as title and keywords writing, freight setting, techniques to increase exposure, page views, and enquiries etc. Students’ ability to find problems, solve problems and team spirit are improved in practice. At the same time, enterprise lecturers implant the analysis of success and failure cases in operation, so as to promote students’ grasp of skills and strengthen their awareness of risk prevention.

Enterprise designates technical backbone as part-time teachers, who formulate assessment criteria with school teachers. Both teacher build a quality assurance system for talents training and conduct modular and phased assessment in a double-oriented way of “process and result”. Among them, the process assessment includes promotion program, attendance, product upload and marketing promotion. The final review includes exposure and trading volume. At the same time, enterprise lecturers ask questions and score according to the PPT of the group. The whole process fully embodies the concept of cultivating students' comprehensive vocational ability as the core.

**3.2.5. Sharing the Resources of Schools and Enterprises**

Teacher engaged in cross-border e-commerce instructing should have thorough knowledge and skills of English, foreign trade and cross-border e-commerce. However, at present, Cross-border e-commerce teaching is mainly undertaken by English teachers, and most of them lack practical experience in platform operation. In the process of training talents based on order class, teachers regularly go to the New Route incubation base for practical training, learning from experienced senior technicians. Consequently, their vocational skills and professional quality can be constantly improved and strengthened. Besides, lecturers with rich practical experience are employed as part-time teachers to guide the training process of courses, teaching reform and laboratory construction, so that students can timely obtain knowledge of the new rules and technologies of the industry.

In addition, the enterprise provides products, pictures, videos, data packages and related services, such as logistics, payment, etc., guiding the operation of the team and assisting teachers in managing the teaching and examination process. The school provides venues, equipment and facilities. Both sides build teaching resource database and network courses (mainly based on the operation of DHgate) to realize the digital resource sharing between schools and enterprises. The resource platform takes the curriculum construction as the core, opening to the students for independent learning and enterprise staff for network training. It can also be used as a social personnel learning, so as to create an open, shared and autonomous network teaching platform to achieve the virtuous circle system of talents cultivation and talents beneficiary [4].

**3.2.6. Employment of the Students**

After one year of in-depth cooperation between schools and enterprises, the students of the “Ordered Class” have basically mastered the knowledge and skills of international trade and cross-border e-commerce platform. Instructors regularly take students to visit the New Route incubation base to acquire knowledge of the enterprise operation and learn relevant skills. After the assessment, students went to Dongguan headquarters of the New Route for five-day pre-job training, including picture processing and beautification, inquiry response skills, risk prevention, network marketing, preparation before interviews, etc.

After the training, post assessment of students are carried out, which covers English, international trade and cross-border e-commerce platform operation skills. Students who passed the examination obtained the certificate and participated in the “Campus Job Fair” organized by the New Route. Nearly 30 enterprises from Guangzhou, Shenzhen and Dongguan appeared in the double election. After careful
preparation, most of the students finally passed the interview and signed the contract on the spot. The employment units of “Ordered Class” include Shenzhen Shengdarui Electronics Co., Ltd. and Guangdong Yuehui Technology Co., Ltd. etc. The employment positions are foreign trade salesmen, cross-border e-commerce operator, cross-border e-commerce customer service personnel, etc. At the same time, students return to the New Route every three months for regular post-job training to further promote their professional knowledge and skills.

4. Summary

In the specific practice, there appeared a series of problems: the real platform operation risk is difficult to control; Enterprises cannot spare too much time and energy to guide teaching; Class hours of the students are not allocated enough, and the repetitive practice time is less; Enterprise experts have rich practical experience, but lack of classroom teaching experience. As a result, the students cannot keep up with the speed etc. Therefore, on the premise of building professional strength and enhancing characteristics, we are constantly looking for and exploring long-term cooperation mechanism between schools and enterprises, so as to maximize the integration among schools, enterprises and students. At the same time, under the circumstance of rapid updating of industry rules, we operate with enterprises with large-scale and good prospects [5], maintain close contact with them to obtain the latest information, transfer the frontier knowledge to students, and help them identify customers and timely prevent risks. In addition, professionals are arranged to be responsible for the management and tracking of students’ internship. The talents training program are constantly improved and optimized in practice according to the dynamic development of enterprise demand [6], so as to improve the pertinence and adaptability of talents training and achieve the “Triple Winning” for schools, enterprises and students [7].

References


