

Countermeasure Research on the Cultivation of Cross-border E-Commerce Merchants in Higher Vocational Colleges under the Background of "Internet Plus"

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Abstract: With the acceleration of economic globalization and the development of e-commerce, the transformation and upgrading of international trade, the cross-border e-commerce market has ushered in an unprecedented development opportunity. However, the supply of cross-border e-commerce professionals in China is seriously inadequate, and the specifications of talent demand are out of line with the cultivation of talents in colleges. This paper analyzes the difficulties in the cultivation of the current cross-border e-commerce talents in higher vocational colleges in the context of the "Internet Plus" cross-border business development. From the perspectives of the needs of the employers of cross-border e-commerce enterprises and the practical experience of the author's talent cultivation, this paper discusses the countermeasures for the cultivation of cross-border e-commerce merchants.

1. Introduction

According to customs statistics, in 2018, China's total imports and exports stood at 30.51 trillion Yuan, up 9.7 percent from 2017, among which exports accounted for 16.42 trillion Yuan, an increase of 7.1% and imports accounted for 14.09 trillion Yuan, an increase of 12.9%. The import and export scale hit a record high with trade surplus at 2.33 trillion Yuan which enabled China to maintain superpower status of the global trade of goods. Domestic cross-border e-commerce transactions reached 9 trillion Yuan, with imports and exports rising from 21.1% in 2015 to 29.5% in 2018. Since 2015, in order to support the development of cross-border e-commerce, the state launched a series of support measures. At the same time, through the continuous efforts of the participating entities in the field, the development of all links of the cross-border e-commerce industry chain has become increasingly mature. It is estimated that by 2020, the proportion of cross-border e-commerce in China's import and export trade will exceed 30%.

With the continuous development of "Internet Plus", the continuous development of the "One Belt, One Road" national strategy and the in-depth development of global economic integration, cross-border e-commerce will usher in unprecedented development opportunities. In order to meet the growing demand for talent in cross-border e-commerce, the domestic higher vocational colleges have increased the intensity of personnel training, but there are still many problems and difficulties.

2. The Status Quo of Cross-Border E-Commerce Merchants Training in Higher Vocational Colleges

Ali Institute 2015 survey showed: While colleges and universities transport large numbers of e-commerce talents per year, but there are still 82.4% of the companies complaining that the personnel they hire cannot meet their business needs; 17.6% of the companies cannot hire the right people; 85.9% of the companies believe that there is a big gap in e-commerce talents supply. The reason lies in the deficiencies in the talent training of cross-border e-commerce in higher vocational education.

2.1 A Large Shortfall of Cross-Border E-Commerce Talents Cultivated to the Trinity Requirements of Knowledge, Skills, and Quality.

Cross-border e-commerce is a comprehensive discipline involving foreign languages, international trade, international logistics, customs declaration, international payment, internet marketing, internet technology, laws and regulations, international etiquette and many other fields of expertise and knowledge. At present, college cross-border e-commerce businessmen are mainly from majors of business English, international trade, and e-commerce. Among them, the business English professional background accounts for the largest proportion. The talent fostered from these three professional training system and theoretical knowledge structure has different focus, not being able to achieve cross-border integration.

In recent years, although there has been a great improvement in the matching of talent cultivation and social needs, many problems remain unsolved, which mainly reflect in the graduates' incompetence to solve problems, the lack of solid professional knowledge, limited knowledge, and a narrow horizon. Many graduates exhibit impetuous attitude, weak willpower, unrealistic expectations, and the lack of perseverance and diligence, which leads to their resignation, or even stealing orders and violating professional ethics. There is a large shortfall of talents with a comprehensive development of knowledge, skills and comprehensive literacy.

2.2 There is no Unified Talent Training Standard.

Up to now, cross-border e-commerce has not been included in the professional catalogue of undergraduate and higher vocational schools, being listed just as a direction of the international economy and trade, international business, e-commerce and other professional specializations. Yet, the business English major, with the largest proportion of professional background, did not incorporate the cross-border e-commerce direction.

The characteristics of these three majors, such as the training objectives, curriculum system, and teacher status, determine the limitations of the knowledge structure of talent training. Taking Business English, for example, although the cross-border e-commerce providers are attractive to graduates, but there are traditional trade, foreign languages, marketing, business and other areas of employment. In order to adapt to the market demand for cross-border e-commerce merchants, the business English major has expanded to include the cross-border e-commerce practice and foreign trade product image processing skills based on the original curriculum. The curriculum system is more focused on the cultivation of language skills, e-commerce operation skills and comprehensive quality, but the ability in e-commerce technology application, e-commerce marketing and other partial technologies is relatively weak. In the business personnel training in the majors of e-commerce and international trade, there are similar problems, but each is biased in different aspects of language ability, the e-commerce technology, trade knowledge and others. Lack of uniform standards and personnel training curriculum system as a guide leads to the disadvantages of personnel training knowledge structure. In the curriculum, it usually focuses on the theory, and neglects practice, and even though the practical operation is strengthened, but it is difficult to be refined to the level of business operations.

2.3 The “Dual-Qualification” Faculty is Seriously Inadequate.

With cross-border e-commerce being the emerging industry, the specialty setup and personnel training system is still in the exploratory stage, which will restrict the formation of mature faculty. Many vocational colleges set the direction of cross-border e-commerce on the basis of the original major or increase related courses to deal with the transformation and upgrading of foreign trade enterprises. The original structure of the teachers is still maintained, who lack systematic cross-border e-commerce knowledge, comprehensive theoretical knowledge, making it difficult to meet the work requirements of the enterprise. Many colleges and schools send teachers to training class or business enterprises and other measures to enrich teachers' knowledge structure and improve teachers' practical ability, but the short-term effect of exercise training is very limited, with teachers learning only the superficial operation of business enterprises, impossible to grasp

systematic knowledge. Therefore, the lack of dual-qualification teacher in cross-border e-commerce is a common problem faced by colleges and universities.

2.4 Practical Teaching Conditions Need to be Improved.

Vocational colleges teaching practice is the important aspects to develop of application-oriented talents. To improve their ability to operate cross-border e-commerce providers is a basic requirement; but there is a great shortage of the cross-border e-commerce teaching simulation software in the market. The mainstream B2C online trading platform such as AliExpress , Amazon, eBay, etc., because of the pay-for-use mode and restrictions on access conditions , are not available to the schools for independent registration and teaching. Even if the teachers find access to cooperative enterprise platform account through different channels, as it relates to corporate trade secrets and other factors, teachers can only explain and demonstrate, while the students still cannot experience the real process of operating the platform, without substantial practical ability improvement.

In order to improve students' practical ability, many higher vocational colleges have established an off-campus practice teaching base through cooperation with enterprises. Because majority of the cooperative enterprises are small or micro-enterprises, they cannot take a large number of students on a short-term internships for one or two weeks or a month, or allow students to deal with specific business. The busy business is unable to guide students, which reduces the practice base to a visit base, short-term practical teaching just a form, and many off-campus practice bases just a name.

Some schools introduce cross-border e-commerce business projects to the campus, but a number of reasons make it difficult to form a clear outcome of cooperation, and most end up in bankruptcy. The reasons are as follows: the company cannot guarantee professional guidance time; school instructors have limited capacity and energy; students cannot invest time in a row; incentive mechanisms are inadequate; school credits and other support replacement mechanism is not perfect and other reasons.

3. The Feature Analysis for Cross-Border E-Commerce Traders in Demand

According to "China cross-border e-commerce personnel standards", the current market demand for cross-border e-commerce businessman was mainly characterized by four characteristics: First, familiarity with foreign trade rules and platform operation. Research shows that cross-border marketing and service personnel accounted for 78% of the cross-border talent. These people need to know trade rules well, with a wealth of experience in terms of customs clearance, overseas warehousing, and logistics and so on, and good cross-border e-commerce operational capabilities of the business platform. Second, strong foreign language competence. In a series of business processes derived from cross-border trade sales, the demand for listening, speaking, reading, writing and translating, foreign languages continues to rise due to the continuous expansion and deepening of trade. Third, the demand for computer technology talents is large. Such talents account for 47.5% of general-purpose talents. These talents meet the latest interactive network development applications of cross-border e-commerce, making computer technology talents a shortage of talents in the cross-border e-commerce industry. Fourth, cross-border e-commerce traders pay attention to practical operational capabilities. In the aspects of talent education, college and below account for 72%, while undergraduate and above account for 28%. The overall tendency of specialist personnel on cross-border e-commerce industry favors junior college graduates. The demand for practical talents is not only reflected in the demand for general-purpose talents, accounting for 63%, and such talents are also a relatively great shortage among all the shortfall of talents.

4. The Countermeasures for the Cultivation of Cross-Border E-Commerce Merchants

The demand for cross-border e-commerce talents is diversified, and the knowledge and skill requirements of talents are characterized by "cross-border" and multi-linearity. Therefore, the cultivation of cross-border e-commerce professionals also needs innovative talent training models

as support.

4.1 Resource Integration, and Develop a Scientific and Rational Personnel Training Program.

Cross-border e-commerce is an interdisciplinary subject. For cross-border e-commerce, higher vocational colleges should be employment-oriented, considering the needs of enterprises and the actual situation of the school, integrating resources from the cross-border e-commerce business capabilities and Internet technology application levels to achieve multi-professional cross-border integration. The cross-border e-commerce business capability focuses on the cross-border e-commerce workflow. Higher vocational colleges need to integrate resources such as international trade, business English, e-commerce, finance, legal and logistics management to establish and adjust cross-border e-commerce talents. Besides, they also need to integrate computer and e-commerce professional resources, and cultivate the development and application capabilities of cross-border e-commerce network information technology according to the requirements of software and applications for cross-border e-commerce platforms. Higher Vocational Colleges should invite industry experts, enterprise experts, technical experts, and third-party evaluation agencies to participate in the formulation and demonstration of talent training programs, and cultivate high-quality inter-disciplinary talents with good professionalism, professional knowledge, applied skills and innovative capabilities.

4.2 Building a Modular Curriculum System based on Workflow.

Build a modular curriculum system based on training ideas of the course-joint-enterprise work process, multi-dimensional curriculum joint the inter-disciplinary talents. Building a modular curriculum system according to the requirements of cross-border e-commerce jobs and competencies of enterprises, we will build a four-dimensional curriculum system of cross-border e-commerce skills, foreign trade business, cross-cultural communication and professional quality according to the core competence of cross-border electric merchants.

Firstly, cross-border e-commerce skills module. Students should have solid e-commerce operation skills and be familiar with the operation of more than one mainstream cross-border e-commerce platform such as AliExpress, Amazon and eBay. Students should be proficient in online store operation management, such as online store opening, shop decoration, drainage promotion, customer service and other basic operational capabilities, be proficient in basic methods and analytical tools for data collection, organization and analysis. They should have ability to shoot, beautify, and process simple pictures with common image processing tools.

Secondly, foreign trade business module. The school should cultivate solid foreign trade business capabilities, be familiar with foreign trade business processes and rules, and be able to communicate with foreign customers. Students should develop a targeted marketing strategy, new customers, and be able to independently process foreign customer orders, have international logistics planning and operational capabilities. Students should be familiar with relevant business knowledge of international payment, international insurance, customs declaration and inspection, understand international business laws and regulations, and properly handle cross-border business disputes.

Thirdly, intercultural communication module. Cross-border e-commerce is a business transaction between transaction entities belonging to different customs. It requires cross-border e-commerce practitioners to have good intercultural thinking and communication skills, master at least one foreign language and have ability to speak, read, write, and translate, know international business etiquette and language and culture customs, negotiate, provide services to foreign customers.

Fourthly, professional literacy module. Cross-border e-commerce compound talents must not only have solid e-commerce knowledge, strong hands-on practical skills, deep foreign language skills and cross-cultural communication skills, but also must have good professionalism and comprehensive professionalism.

4.3 Training Combined with Entrepreneurship at School.

Practical teaching is an important means for higher vocational colleges to cultivate cross-border

e-commerce applied talents. At present, most cross-border e-commerce trading platforms have to pay for registration, and the threshold is higher. However, schools can only practice teaching through simulated training software. The selection of training software preferably includes simulation modules of several mainstream platforms such as AliExpress, Amazon, ebay, Wish, and DHgate. Through these platforms, the basic processes of product release, order processing, delivery, and payment are carried out. At the same time, through the integration of multiple platforms, students are familiar with the operating rules of each platform and lay the foundation for the establishment of real stores.

Schools should encourage students with strong entrepreneurial willingness, strong hands-on ability, hard work, perseverance, perseverance to start a business, guide students to set up entrepreneurial teams, provide them with in-depth guidance and training, and guide students to choose a platform to operate a store.

Give full play to the resource advantages of schools and help students solve problems such as supply, funds, and restrictions on entry conditions through school-enterprise cooperation. Entrepreneurship in school not only cultivates students' entrepreneurial practice ability, but also promotes and applies entrepreneurial achievements, and can integrate entrepreneurial cases into classroom teaching, enrich classroom teaching content, and enhance classroom teaching effects.

4.4 Deep Cooperation between the Government, Schools and Enterprises to Jointly Train Talents.

At present, there are still many bottlenecks in the cooperation between the government, schools and enterprises which mainly reflected that the government's mechanism to promote school-enterprise cooperation is not fully established, the ability of schools to adapt to the industry and meet the needs of enterprises is not strong, and the motivation for enterprises to participate in school personnel training is insufficient. Therefore, the government should strengthen its leading role, build a sound mechanism, and actively support the school-enterprise cooperation based on the talent needs and development situation of the region and the industry, and provide resources and policies to provide support for the school and enterprises to jointly train talents. As the main body of cultivating talents, higher vocational colleges should serve the regional economy as their own responsibility, emancipate their minds, change the traditional ideas of educating people, deepen the cooperation between schools and enterprises, fully consider the optimal allocation of teaching resources between schools and enterprises, and form a talent training path that can reflect the needs of cross-border e-commerce positions, builds and optimizes the curriculum system. School and enterprise play their respective roles in the process of personnel training and training. Arrange the tasks and objectives of students' learning in different stages under the guidance of university teachers and enterprise tutors. Schools and enterprises should make full use of their strengths to maximize the teaching effect.

With the help of cross-border e-commerce service providers, under the guidance of the government, the school can introduce well-known cross-border e-commerce platforms such as "AliExpress", "Amazon", "DHgate" into the campus, and build e-commerce colleges with mainstream service providers. Both sides will carry out the orientation of talent training, curriculum reform, teacher construction and training platform construction to build a cross-border e-commerce talent training mode of "theory teaching + skill training + project task + enterprise practice + self-employment and entrepreneurship". Through this training method, the school can update the cutting-edge teaching theories, enrich the practical teaching, and the enterprises also reserve talents for their development, thus achieving a win-win situation for students, schools and enterprises.

4.5 Improve the Guarantee Mechanism and Build Teachers Specialized in Both Theory and Practice Staff.

The teachers are the key to realizing the development of cross-border e-commerce talents. The skills of teachers must be in line with the needs of enterprises. Higher vocational colleges can create teachers specialized in both theory and practice staff through the internal training and external introduction.

The selection of young teachers to participate in corporate practice is the most common practice for higher vocational colleges to improve their hands-on skills. However, many higher vocational colleges have not established a sound teacher training and incentive mechanism. Short exercise time, heavy teaching and research tasks, etc., will lead to a significant reduction in practical results. Practice has proved that only when the practice time is more than one year can you fully understand the actual business of the enterprise, and be familiar with the development of the industry and master the latest job skills. Therefore, the school should establish a perfect supporting mechanism for teachers to practice under the enterprise, replace the workload of teachers in practice and teaching tasks, and encourage teachers and enterprises to cooperate in the development of teaching materials, research projects, and technology development. Higher vocational colleges should issue practical exercise allowances, reward the cooperation results, so that teachers can fully participate in the practice of the enterprise, and provide institutional guarantee for improving the teachers' practical skills and build teachers specialize in both theory and practice staff.

At the same time, increase the "external introduction" of the teachers specialized in both theory and practice, appropriately lower the threshold of admission qualifications for college training teachers, and recruit professionals with cross-border e-commerce operation experience to serve in the school. Introduce professionals with rich practical experience to teach part-time or guide practical training, bring timely cross-border e-commerce development information and industry trends, thus cultivate practical and professional forward-looking talents.

4.6 "Entrepreneur Park Incubator" Training Mode.

With the continuous advancement of mass entrepreneurship and innovation, innovation and entrepreneurship have become an important part of higher vocational education. More and more colleges and universities have set up entrepreneurial parks with the support of government policies. Cross-border e-commerce entrepreneurship is relatively favored by many entrepreneurial students because of its relatively low threshold, quick start, and simple operation. Higher vocational colleges should use this as a breakthrough to promote construction and promote innovation, provide a platform to create a good entrepreneurial atmosphere. The school can hold a cross-border e-commerce entrepreneurship competition every semester, invites enterprises to participate in the selection activities of entrepreneurial stores, recommend excellent stores to enter the entrepreneurial park, provide policy convenience, practice places and related funds for excellent entrepreneurial projects, and incubate students' entrepreneurial ideals to practice activities for entrepreneurship. Through the school-enterprise cooperation, it can provide assistance for students' entrepreneurial projects in terms of supply, registered funds, logistics services and entrepreneurship guidance. Students improve their skills in entrepreneurial practice activities, and learn lessons from the entrepreneurial process, and continue to grow. The "Entrepreneur Park Incubator" training mode not only provides a place for students to start a business, but also provides practice materials for vocational education. It also provides curriculum construction experience and real cases.

5. Conclusion

With the in-depth development of Internet Plus, the demand for cross-border e-commerce talents has also undergone new changes. Higher vocational colleges must keep up with the pace of the times, deepen reforms, innovate talent training models, and form cross-border market-oriented e-commerce talent training specifications, build a pragmatic, effective, scientific and rational personnel training program and curriculum system, clarify the orientation of talent training, improve the conditions of student internship training, deepen the cooperation between political schools and enterprises, and create a professional teaching staff specializing in both theory and practice. Strengthen student entrepreneurship education and project incubation, and cultivate high-quality inter-disciplinary talent talents who understand foreign languages, understand e-commerce, markets, foreign trade, and have professional ethics, which could provide strong talent guarantee for regional economic development.

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