

Research on the School-Enterprise Cooperation Model of Cross-Border E-commerce in Higher Vocational Colleges

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Abstract

With the rapid development of cross-border e-commerce, the shortage of human resources has become a bottleneck restricting the development of the cross-border e-commerce industry. This article mainly discusses the outstanding problems in the training of cross-border e-commerce talents newly established by higher vocational colleges under the school-enterprise cooperation, and proposes a model of integration of production and education based on the cross-border e-commerce studio of school-enterprise cooperation. Provide a certain reference for the future professional school-enterprise cooperation in this direction.

Keywords

Cross-border e-commerce, School-enterprise cooperation.

1. Introduction

With the advent of the "Internet +" era, new forms of international trade represented by cross-border e-commerce have developed rapidly, and cross-border e-commerce has become an emerging hot spot in the current e-commerce field. The training of cross-border e-commerce compound application talents conforms to the needs of social and economic development. In China, the cross-border e-commerce major in higher vocational colleges has just started. As the professional talent training is still in the trial period, there are inevitably some problems in the talent training process. Therefore, discussing the problems that arise in the process of cross-border e-commerce talent training under the school-enterprise cooperation mode of running schools and seeking solutions can provide a certain reference value for the future professional education in this direction.

2. The development of cross-border e-commerce industry and talent demand

Cross-border e-commerce refers to the transaction parties that belong to two or more customs borders. Through the e-commerce platform, the related product display, negotiation, and payment transactions that occurred in the import and export economic activities in the past are electronically realized. Then, take the means of cross-border logistics to deliver the goods to the designated place and achieve the purpose of international business activities^[1]. As a new type of international trade method, cross-border e-commerce has the advantages of low cost, fewer links, convenient transactions, and smooth communication. Demand, successfully concluded the transaction.

In recent years, with the support of national policies, with the development of network information technology, cross-border e-commerce has developed strongly, and my country's cross-border e-commerce has developed rapidly. According to the 2016-2017 China Cross-border E-commerce Development Report released by iiMedia Consulting Group, the overall transaction scale of China's cross-border e-commerce reached 7.5 trillion yuan, a year-on-year increase of 19%. By 2018, the overall transaction scale of China's import and export cross-border e-commerce is expected to reach 8.8 trillion yuan, accounting for 37% of China's total imports and exports. 6%. The rapid development of cross-border e-commerce has not only driven the growth of my country's foreign trade and national economy, but also further promoted the transformation and upgrading of my country's foreign trade industry. The rapid development of cross-border e-commerce has stimulated enterprises' strong demand for cross-border e-commerce talents.

With the advancement of the “Belt and Road” initiative, China has joined RECP, and in the context of the current global epidemic, cross-border e-commerce will usher in a period of comprehensive development, but the current serious shortage of cross-border e-commerce talents is largely Limits the development of my country's cross-border e-commerce industry. Different from traditional foreign trade talents, cross-border e-commerce companies need more complex talents.

2.1 Practical capabilities of cross-border e-commerce platforms

Excellent cross-border e-commerce talents must first be familiar with the entire process of cross-border e-commerce trade, and master the practical skills of cross-border online platforms, including cross-border store registration operations, cross-border product selection and product informatization operations, cross-border product pricing, Operations such as publishing operations, cross-border store optimization and promotion operations, order acceptance, delivery, outbound inspection and customs declaration operations, collection, after-sales service, and customer maintenance.

2.2 Operational capabilities of cross-border e-commerce platforms

Cross-border e-commerce talents need to have a strong ability to operate cross-border e-commerce platforms. Able to choose and formulate corresponding operation strategies according to market demand, and be able to track and analyze various data of the store, such as product data, promotion data, market data and sales data, etc., analyze and summarize the operation data, and continuously optimize products and operating methods , Increase the number of users and increase sales through various activity operations.

2.3 Cross-cultural communication skills

At the same time, cross-border e-commerce talents must have strong foreign language skills and rich Chinese and foreign humanities knowledge and cultural literacy. They need to understand the customs and product preferences of countries around the world, have good interpersonal communication skills, be able to use foreign languages proficiently, and communicate with customers through telephone, email, and online chat tools according to consumer language and cultural habits, and handle customer pre-sales In-sales and after-sales consultation, customer return visits and maintenance, etc.

Therefore, if there is a lack of systematic cross-border knowledge and cross-border practical skills training for cross-border e-commerce practitioners, it is often difficult to meet the needs of enterprises due to poor practical skills, poor professional knowledge, and narrow vision. For the types of cross-border e-commerce talents, companies have different needs. Small businesses have more demand for cross-border e-commerce talents. Tend to recruit specialist talents. It is also hoped that these people have compound knowledge and skills. Medium and large enterprises have a certain demand for professional talents. In general, most companies expect cross-border e-commerce talents to be talents in multiple disciplines. The proportion of cross-border e-commerce companies' demand for talent positions is 61% for business positions, 23% for technical positions, and 16% for management positions. This shows that a large number of companies currently need cross-border e-commerce salespersons who know how to operate. In addition, because the survey found that cross-border e-commerce companies have the greatest demand for intermediate talents with certain operational skills and practical skills, which is much higher than that of senior talents with rich experience and low-level talents with basic operations^[2]. This demand survey and analysis provides a broad space for the current application-oriented colleges and universities to train cross-border e-commerce talents.

3. Promotion of school-enterprise cooperation model in higher vocational colleges

Because cross-border e-commerce talents need strong practical operation ability, and local higher vocational colleges are restricted by weak teachers, lagging teaching hardware construction, and weak social influence. It is difficult to independently cultivate cross-border e-commerce. The important task of talents in business direction. Under the school-enterprise cooperation model, local higher vocational colleges can not only obtain teachers with rich practical experience from the company, but

also share internship and training places with the company, and jointly develop talent training plans. The company can also serve as a college Graduates provide jobs. In the same way, companies can also obtain knowledge and funds in return from schools. Therefore, the cross-border e-commerce school-enterprise cooperation model has been widely recognized and promoted in recent years.

4. Common school-enterprise cooperation model

4.1 Enterprise introduction mode

The college provides venues and various other services, introduces enterprises to the school, builds a productive training base on campus, and provides students with productive training positions. Through cooperation, the company has received support from the school in terms of plant, technology, and skilled workers, reducing production costs, and the school has obtained opportunities for student internships and teachers to participate in technology development, achieving a win-win result for production and teaching.

4.2 Post contract mode

The college undertakes enterprise production process outsourcing business, and carries out production activities with the support of enterprise technical personnel. Teachers become technical and managerial personnel in the production process, and students alternately carry out post work. Through this kind of cooperation, the company has reduced production costs and labor costs, and the teachers and students of the college have been trained in real production.

4.3 School-enterprise joint training model

Introduce the company's internal training organization to the college. The college provides free space and equipment, and the two parties jointly form a "bundled" training team to provide professional skills training for corporate employees and college students. This model of directly introducing corporate training courses and trainers enables the college's courses to closely follow corporate requirements and technological development, while expanding the team of part-time teachers.

4.4 Training contract mode

The college provides the venue, the company provides equipment and teachers, builds a simulation internship site on the campus, trains the employees of the company, and contracts the college's related training courses.

5. Problems in cross-border e-commerce talent training under school-enterprise cooperation

5.1 Students have misunderstandings about school-enterprise cooperation projects

Many students think that school-enterprise cooperation projects or internships in companies are just a form, and have no substantive use for professional learning and employment. This kind of erroneous ideological understanding caused the students to be passive about the project, not enterprising, lack of enthusiasm for the tasks arranged by the company, and the completion effect was not satisfactory. Due to the lack of social experience and systematic planning for their own future development, students only see immediate benefits, and cannot correct their work attitudes during the internship.

5.2 Little corporate support

In the process of school-enterprise cooperation in running schools, enterprises need to bear the responsibilities of capital investment, provision of relevant teachers, and practical opportunities. However, because companies will measure the relationship between investment and return, they are very cautious about capital investment. The school first considers the issue of talent training ability, and the enterprise first considers the issue of interest and profit, so it is inevitable that there will be some problems that are not easy to handle in the process of school-enterprise cooperation. School-enterprise cooperation is often superficial, and long-term cooperation mechanisms will be difficult to maintain.

5.3 Teacher shortage

Since the cross-border e-commerce industry is an emerging industry, some local colleges and universities have opened cross-border e-commerce directions in a timely manner despite the market demand. Although corporate part-time teachers have rich cross-border e-commerce practical experience, they are often invested in Teaching energy is relatively limited, and they are not familiar with teaching rules and teaching management standards. Lack of international trade knowledge, business knowledge, logistics knowledge, etc. required by the cross-border e-commerce industry, many teachers bite the bullet and offer relevant courses and are in an awkward position of "learning now selling now"; on the other hand, they have no cross-border e-commerce industry As a result, the practical teaching ability is not good, and the teaching is also "on paper", which is difficult to cultivate the cross-border e-commerce talents needed for social and economic development.

5.4 Companies do not pay attention to interns at school

What companies need are students with solid basic knowledge, strong practical skills, and who can truly apply what they have learned. In fact, due to the lack of practical training in the early stage, most students are generally weak in practical application skills, unable to independently assume the responsibilities of their positions, and do not receive the trust and attention of corporate personnel. Many companies believe that cultivating school interns to adapt to positions requires not only relevant teaching materials and timely teaching management, but also a certain amount of funds from the company to provide students with corresponding practical opportunities. However, the instability of interns makes companies feel that they may fall into an embarrassing situation where resources and energy are greatly wasted. Because when students master certain practical skills and are fully qualified for their positions, their internship period is about to end, and not many students choose to stay in the internship company after graduation. Based on this actual situation, companies are more willing to recruit professionals in the talent market rather than spend their energy training interns. The inattention and distrust of the enterprise have caused students not to experience the fun of participating in actual work, and they also lose the opportunity to exercise and improve themselves. If things go on like this, the students will completely lose the enthusiasm and initiative of internships, thinking that they will not be able to learn any practical skills in corporate internships.

6. School-enterprise cooperation cross-border e-commerce studio cooperation mode-take Wenzhou Ange Import and Export Co., Ltd. as an example

Wenzhou Ange Import and Export Co., Ltd. realizes that at this stage, only when foreign trade enterprises interact with cross-border e-commerce can they obtain better development opportunities in market competition. Therefore, the company is determined to develop cross-border e-commerce business, try to choose cross-border e-commerce platform and cross-border e-commerce model, sell the company's low-voltage electrical products through the platform, in order to further promote the export of corporate products, and strive to enhance the corporate brand International visibility. Wenzhou Ange Import and Export Co., Ltd. is a model of the deep integration of our university-enterprise cooperation. Both the school and enterprise have reached a unified "teaching and employment mutual assistance" cooperation policy. Relying on the school training base, develop the school-enterprise "integration of production and education" school-enterprise cooperation model, establish a cross-border e-commerce studio, and turn the school training base into a production-oriented training base, which is the school's The training classroom is also the cross-border e-commerce department of the enterprise.

6.1 Establish a school-enterprise cooperation team

Build a cross-border e-commerce operation team including professional teachers, corporate instructors, corporate employees, freshmen, sophomores, and juniors at school, forming a "low to high" age level, in terms of skills and business Ability training forms the knowledge and skills training of "high-level and low-level, division of labor, and project-based management" and a real cross-

border e-commerce project practice route for enterprises, forming a natural "passing, helping, and leading" technical skills inheritance characteristics.

6.2 Cross-border e-commerce project operation

Ange Import and Export Co., Ltd. provides information, data, products, funds and training. Under the guidance of teachers and corporate mentors, school students conduct market research, select cross-border e-commerce platforms, and then select products, product photography, and product visual design, Commodity shelves, shop decoration, customer service, marketing promotion, delivery and other services. The corporate tutors and student tutors will set up and assign work tasks, and the student team will work together in a division of departments. According to business ability, sales performance and contribution, students will be paid a certain amount of dividends.

6.3 Integration of production and education and back-feeding teaching

The real project materials accumulated in the school-enterprise cooperation cross-border e-commerce project, such as wall switches, LED lights and other product information, product pictures, and store operation data of Ange Import and Export Co., Ltd. are organized into teaching cases of related courses And training materials, so that more students can experience real projects, promote the perfection of teaching content, and improve teaching effects. The cross-border e-commerce project can also be transformed into a graduation project, where the junior students in the team of corporate mentors and school teachers will complete the graduation project.

7. Advantages

Make full use of the advantages and popularity of teaching resources, and cooperate with well-known domestic enterprises to build an internship base that combines work and study to realize a cooperative school running model of resource sharing and mutual benefit. Through the training of the combination of industry and education, it provides students with a real environment. At the same time, it forms an interactive mechanism of education and industry to achieve a win-win situation for teaching service companies and companies to promote teaching, but it also reflects the principle of "win-win" corporate profits and student labor income. In addition, the school and the enterprise jointly establish a teaching practice base to promote the close integration between universities, so that students can understand the corporate management concept in corporate practice, combine practical training, strengthen operational capabilities, and enrich the teaching that combines practical and theoretical teaching The system finds the direction for the school's teaching reform and the cultivation of high-quality production management teams. Enterprises can use school training equipment, venues and students to reduce production costs and obtain more profits. Schools can reduce education costs through production inputs and technical guidance. Students can get in touch with the production process in advance, and change their roles from students to employees earlier and better, in order to achieve targeted training of professionals and achieve a win-win situation for students, schools, and enterprises.

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