

Analysis of the Training Mode of Cross-border E-Businessmen Based on Studio

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Abstract

This paper analyzes the plight of the traditional vocational training model in cross-border e-commerce training, proposes a new model of cross-border e-commerce studio training, and elaborate on the project sources, security system, characteristics and significance of this model. This article has certain reference value to the cross-border e-commerce talent training model in higher vocational colleges.

Keywords

Cross-border e-commerce; Studio; Training mode.

1. Introduction

In the first half of 2019, Wenzhou's cross-border e-commerce sales reached 3.36 billion yuan, an increase of 36.5% year-on-year, higher than the province's average growth rate, and the overall performance ranked fourth in the province. The "China E-Commerce Report (2018)" report pointed out that China's cross-border e-commerce talent gap is relatively large, the data is 4.5 million, and it continues to expand at an annual growth rate of 30%, which seriously restricts the development of cross-border e-commerce industry.

2. The dilemma of traditional training models

2.1 Lack of teachers and teaching resources

The development of cross-border e-commerce is very rapid. It is an emerging discipline. E-commerce, international trade, business English and other majors have offered this course in the past two years. However, most of the teachers in the course do not have the practical experience of cross-border e-commerce. In terms of experience, in the teaching process, he prefers "talking on paper" and focuses on teaching theoretical knowledge of international trade. Teaching resources are also scarce. AliExpress is the most influential and fastest-growing platform in cross-border e-commerce, but since 2016 the platform has been charging fees, and students cannot open stores on the platform for free, which brings great difficulties to practical teaching. If you buy simulation software, one is expensive, and the other is that the virtual environment is different from the real environment.

2.2 Outdated teaching methods

Higher vocational colleges generally use teachers as the center for unidirectional indoctrination teaching. Teaching methods include teaching method, discussion method, demonstration method, exercise method, case analysis method, etc., and multimedia, software, and projection are used as teaching methods. Although student-centered teaching reform has also been strongly advocated in recent years, such as flipping the classroom, but the effect is very small, the classroom still cannot give play to the initiative of the students, and the students' learning enthusiasm is not high. Learning content is partial to theory, light practice. Although some courses use simulation software, there is still a gap with the real operating environment. The speed of software update cannot keep up with changes in the e-commerce industry, so the students' interest is not high.

2.3 Single assessment method

Cross-border e-commerce is still relatively theoretical in the course of teaching, with less practical content, so it pays attention to the grasp of theoretical knowledge in the assessment. The assessment method is relatively simple. It often uses written tests, case analysis, and writing planning books. The talents required by enterprises are those with practical skills and operational skills. This kind of assessment method that emphasizes on knowledge and results, not on ability and process, which cannot stimulate students' interest in learning, and cannot mobilize the enthusiasm for learning. As a result, the school cannot cultivate the practical talents required by the enterprise, and it is also not conducive to the cultivation of students' entrepreneurial ability.

2.4 Difficult to optimize teaching effect

The teachers of cross-border e-commerce in higher vocational colleges are constantly updating their knowledge reserves, using off-campus training, imitating software, industry meetings and other channels to learn practical content, and imparting the latest knowledge and practices to students as much as possible in the classroom. Most students can still acquire the knowledge and skills of cross-border e-commerce through the classroom. But how to turn this teaching effect into actual productivity, students can really start innovation, or students can undertake some cross-border e-commerce projects, which is difficult.

3. Cross-border e-commerce studio training model

3.1 Source of Studio Project

- (1) Two mentors undertake corporate projects. The corporate mentor has rich cross-border practical operational experience, and represents Alibaba officials to train corporate personnel across the country. Many companies have asked him to cooperate with cross-border e-commerce operations. Through the joint efforts of teachers inside and outside the school, some high-quality SME projects can be undertaken.
- (2) Wenzhou traditional manufacturing enterprises have found schools and sought cooperation. Wenzhou cross-border e-commerce talent are in short supply. It is difficult for companies to recruit suitable talents. Some companies come to schools in advance to reserve talents or cooperate with schools. For example, on the day of alumni return, one alumni actively found teachers to seek cooperation and wanted to expand overseas markets through cross-border platforms.
- (3) Students who have an advantageous source of goods start their own businesses. The student in the school has an advantageous source of goods and can start his own business in the studio. The studio evaluates the feasibility of his project and gives him support. For example, a family business product of a school student is more popular overseas, and she offered to create a cross-border online store.

3.2 Studio security system

- (1) Technical guarantee. The off-campus instructor has rich cross-border practical experience and is the official lecturer of AliExpress University. As our operation instructor, he helps us solve specific operational practice problems.
- (2) Management guarantee. The full-time teachers in the school are responsible for the daily operation of the team, the negotiation and team management of corporate projects, and the formation of teams based on corporate projects to ensure the implementation of corporate projects.
- (3) Operational guarantee. The student team has a clear division of labor, with students A and B responsible for store operations and promotion, student C is responsible for customer service and finance, and student D is responsible for art. After the development of the studio, members will be selected according to corporate projects, similar teams will be formed, and the management model will be replicated.

3.3 Studio Features

(1) Serving Wenzhou's small, medium and micro manufacturing industries

Our target cooperative enterprises are small, medium and micro enterprises in Wenzhou's traditional manufacturing industry. First, we choose Wenzhou's traditional manufacturing industry. According to relevant data, Wenzhou's traditional manufacturing industry is dominant in cross-border exports, and its proportion is relatively large. Second, choose small, medium and micro enterprises rather than large companies. Because large companies basically have their own professional e-commerce teams and are well-funded, while small, medium and micro enterprises are facing fierce domestic competition and urgently need to expand overseas markets, but there is no relevant talents and resources, and funds are scarce. We and Enterprises can complement each other and give full play to their respective advantages. Third, we also have requirements for selected companies. The quality of the products of the companies must be excellent, the style must keep up with the trend, and the prices must be economical. Enterprise personnel are easy to communicate, have a high degree of cooperation, and have a team spirit. We will also maintain a benign cooperation with manufacturers. In the operation of the store, we will collect market information in a timely manner, feed it back to the factory's design department, and then quickly produce and market it to meet consumer demand.

(2) Charge based on actual results

Take the enterprise mentor and the school's full-time lecturer as the guidance teacher, undertake the project of the enterprise, sign the cooperation agreement, and introduce it to the studio. Several students in the studio have a clear division of labor, project construction under the guidance of the teacher. In the early stage of the enterprise project, the studio charges for the establishment of the store, and in the later stage, it is based on the sales of the store. The venue of the studio is provided by the school, and there is no need to pay site fees and utilities. Only when the shop has sales, will the commission be received based on the sales. This kind of generation operation mode is relatively affordable for enterprises, with low cost and charging according to benefits. For students, it is a valuable exercise opportunity. If the operation is good, there will be considerable income in the economy. For teachers, more outstanding operational talents have been cultivated, and the commission can also be based on the sales of the store.

(3) Resource integration to ensure project implementation

The studio has optimized and integrated the resources of teachers, students, and enterprises, which has formed our core competitiveness. The team has a wealth of practical experience and an enterprise mentor who is good at acting on behalf of the studio as the director of operation of the studio to guide the whole process. The full-time teacher in the school is responsible for the negotiation and team management of the enterprise project, and forms a team according to the store to ensure the implementation of the enterprise project. All the students in the studio entered the studio after being carefully selected from e-commerce majors. They have high entrepreneurial enthusiasm, strong initiative, solid professional knowledge, and strong team awareness. The students in the studio are divided into the following divisions: there are artists who are good at visual design, shooting and post-production of our products; people who are good at AliExpress operations and search engine optimization, and increasing the exposure of our products on the platform, Click-through rate and conversion rate to win more customer orders; there are people who are good at foreign languages, copywriting and customer service work for our store. Enterprise projects are also screened. Products must have advantages or potentials, have a high degree of corporate cooperation, and have good communication.

(4) Complementary advantages, win-win situation for students, enterprises and schools

For students, the practical operation of real projects not only applies the knowledge learned in class to practice, but also continuously improves their cross-border operation level in practice, accumulating valuable experience for future employment or entrepreneurship, and also Students can see the value of what they have learned and can immediately create wealth. For enterprises, he has lower investment costs, but can achieve better results. Such as the store setup cost is much lower than

the market price, the company can choose a cooperation method based on the store sales. If it is a generation operation model, you will get a commission based on sales. If you want to build your own team later, you can bring the shop back. In the early stage of cooperation, the relevant provisions should be clearly written. For schools, the improvement of student competitiveness and the company's recognition of students indirectly improve the school's brand awareness and enable the school to achieve a virtuous circle in terms of admissions and employment.

4. Summary

The rapid development of cross-border e-commerce, Wenzhou's traditional manufacturing industry has obvious advantages in the cross-border e-commerce field, but the industry is facing a shortage of cross-border e-commerce talent, and the traditional training model of vocational colleges is no longer suitable for cultivating practical talents for cross-border e-commerce. Therefore, this article proposes a cross-border e-commerce studio training model, which introduces corporate projects into school studios. The corporate mentor and class teacher jointly lead the students to practice the project and share the results of the project, which can not only exercise the students' practical skills, but also it can reduce the cost of the enterprise and indirectly increase the popularity of the school. It is a trilateral win-win result for the company, the students, and the school.

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