Research on the Mode of Talent Training in the Major of International Business under the Background of the Belt and Road Initiative

Jia-lin GUAN*, Jian-chuang GONG and Xin-meng LV
Street 3699, Changchun, Jilin Province, China
Jilin University of Finance and Economics
*Corresponding author

Keywords: International business, Talent training, Employment.

Abstract. The Belt and Road initiative has brought opportunities for economic development in China and alongside countries and regions, and it has also forced a comprehensive reform of the international business talent training program. This paper combines the market demand of international business talent with Chinese development reality, re-positioning the training goals of international business talent at all levels in the new era. In addition, the training program for international business talent should be constantly adjusted in practice.

Introduction

In 2013, When Chinese President Xi Jinping visited the Middle East and Southeast Asia, he officially proposed a major strategic concept for the construction of the “Belt and Road”. This Chinese initiative, which leads the healthy development of economic globalization, has injected strong innovation momentum into the global economic recovery and development. China has now become the world’s second largest economy, and is improving the level of building an open economy in an all-round way. The inflow and outflow of foreign investment are both active. The level of international economic cooperation is deepening. There is an urgent need for a large number of high-level, thick-based, outward-oriented and innovative international business professionals. The Belt and Road initiative has enabled the trade, facilities and finance along the Belt and Road to be connected, which has stimulated a new round of economic growth along the line of countries and regions, further activating market demand and promoting employment in the fields of international trade, logistics, and translation.

Over the past six years since the Belt and Road initiative, more than 100 countries and international organizations around the world have actively supported and participated in the construction of the “Belt and Road”. The establishment of the Asian Investment Bank has made China’s demand for high-level international business professionals even more urgent. The Belt and Road initiative has greatly increased the demand for international business professionals, which has brought opportunities for Chinese economic development, and also poses new challenges to Chinese traditional international business talent training programs. In summary, the study of international business talent training in the new era has a strong practical significance for meeting social needs, promoting employment and serving the local economy. Guided by market demand, this paper accurately locates the talent training goals of international business in China in the new era, and timely adjusts the training program for international business talent.

Current Research Status of International Business Talents Training

Developed countries have started very early in the training of international business talents. The United States began to explore the international business talent training modes as early as the end of the 19th century. Harvard Business School opened the first international business course related to multinational corporations in the United States in the mid-1950s—International Management (Seno-Alday, S. 2010). In 1988, the US Department of Education funded 25 qualified universities to establish an International Business Education and Research Center to foster high-level, professional
international business talents, promote American business prosperity, and ensure American global competitiveness (Robert, W. 2008). Research shows that the concept of international business talent training in the first-class business universities in the United States is to cultivate creative global business leaders. Some institutions emphasize exploring and pioneering cutting-edge theories and knowledge in the international business field, and some emphasize creative solutions to the global Business challenges and issues. The UK is also one of the first countries to develop international business talents. The training goal of international business talent in well-known universities in the UK has its own characteristics, but in general, the ultimate goal is to enable students to engage in international business-related work or engage in international business education and research after graduation [1].

Chinese international business talent training started late, divided into undergraduate level and graduate level. Chinese international business undergraduate education began in 2006, and graduate education began in 2011. It aims to cultivate high-quality international business professionals and to cultivate high-level international business talents as the highest standard. Some international business researchers have also studied the reform of the international business talent training modes from different aspects. Wang Yuhang (2015) believes that the evaluation indicators of Chinese international business talent ability and quality include three aspects: basic quality, knowledge system and professional ability [2]. As the core quality of international business talents, cross-cultural competence has broad application prospects and huge practical needs in many fields such as business and culture. Li Mengyi (2015) believes that in the process of cultivating master’s degree in international business, innovative teaching methods are needed to strengthen the practice links, and professional degrees need to be connected with professional qualifications [3]. Xiang Yijun et al. (2017) believe that although the scale of international business talents cultivated in Chinese universities has expanded year by year, there is still a certain gap between the demands for international business talents in Chinese foreign-related economic development [4]. This needs to learn from the successful experience of foreign universities, and improve the existing international business talent training model from the aspects of talent training program design, curriculum system development, and teacher team construction[5]. At present, the systematically studying of the reform of the training model for international business talent in the context of the Belt and Road are still rare.

Problems Faced by International Business Talent Training in the Context of the Belt and Road Initiative

The Training Program Is Outdated and Cannot Be Well Adapted to the Needs of Talents in the Belt and Road Construction.

Engaged in international business, the requirements for foreign language are relatively high. Many colleges and universities are trained according to ordinary business students. They only offer college English and business English, and there are not enough business communication and business negotiation classes. The teaching mode is traditional, and the school pays little attention to the relevant national culture courses, which makes it difficult for students to cope with the complex international economic and trade environment because of their weak cross-cultural and cross-language communication abilities. A considerable number of economic undergraduate graduates in China still stay in the simple reading stage. Some of them still need to have English dictionaries or related books at any time. The situation of “dumb foreign language” is still very common. In the next few years, with the continuous expansion and deepening of economic and trade cooperation between China and countries alongside the Belt and Road, we should have an international vision, the ability to analyze the development prospects of various countries, and the ability to develop, expand and maintain the market. Therefore, entrepreneurial talents with innovative abilities will have huge market demand.

Local undergraduate colleges, especially local new undergraduate colleges, are mostly applied undergraduate colleges. However, in the talent training program, the application type is not prominent. In the curriculum setting, the phenomenon of “homogeneity” is serious and relatively traditional, and it has not kept pace with the times. Business majors generally offer courses in economics and trade and business management communication. The cultivation of international application-oriented business talents should be based on the whole country and serve the localities. In conjunction with local foreign economic and trade development, we will offer some special service courses to improve local economic capabilities. In addition, the number of courses is large, focusing on cultivating students’ solid theoretical foundations, and the knowledge is broad and not refined; the proportion of design in the practical teaching links is low. Students have few opportunities to participate in social practice, and there is little hands-on training, which objectively causes students to have weak hands-on ability. As a local application-oriented university, the task and characteristics of regional economic development and industrial upgrading have not been fully reflected.

There Is a Shortage of International Exchanges and Cooperation Projects and “Double-Qualified” Faculty

International Business is a foreign-related discipline, which requires continuous communication and exchanges with the outside world. The cultivation of talents in this major must focus on communication and cooperation with foreign universities. At the same time, a high level of double-qualified teachers is also necessary for this major. Training high-level applied international business talents requires a higher level of teaching staff as a guarantee. Teachers engaged in international business teaching need to master foreign-related economics, management, law, political science, linguistics and practice business capabilities. However, from the current situation, most colleges lack “double-qualified” faculty.

The Countermeasures for the Reform of the Talent Training Mode in the Major of International Business

In Line with the Needs of the Times, Expand the Enrollment Scale of Undergraduate Students Majored in International Business

We should reform entrance examination system for the major of international business. We should change the international business master system from three years to two years, do in-depth research on the status quo of local foreign trade enterprises’ demand for international business talents and be familiar with the setting and function level of the industry and enterprise internal post clusters, as well as the professional ability requirements and professional standards.

Adjust and Improve the Implementation Process and the Form of Examination of the Case Teaching Method

The case teaching method should be combined with the analysis report. Encourage the diversification of the graduation thesis of international business students and increase the proportion of case studies. Students are given case paper writing guidance from time to time to encourage students to participate in the first international business case competition.

Pay Attention to the Cultivation of Students’ Practical Ability and Implement the Dual Tutor System

It is necessary to construct a professional direction that meets the needs of economic society, especially regional industrial development and the curriculum system, update the course content, teaching methods and assessment methods to improve students’ practical operation ability and employment competitiveness. The dual tutor system should be implemented, and the industry elite should be invited to regularly introduce the latest developments in the industry. We should increase
the number of external tutors, strictly screen and establish a selection and elimination mechanism for external tutors.

**Strengthen International Exchanges and Cooperation and Cultivate International Talents**

It is necessary to promote international exchanges and cooperation projects. Students should be encouraged to visit international and domestic universities. We should enhance exchanges and mutual visits with universities at home and abroad. We should also cooperate with well-known universities at home and abroad to train international business students.

**Acknowledgement**

This research was financially supported by Education and Teaching Reform Project in High Education of Jilin Province “Research and Practice of International Business Talent Training under the Background of the Belt and Road” and Educational Science Planning Subject of Jilin Province “Employment-oriented Training Model of International Business Talent in Provincial Undergraduate Colleges and Universities”

**References**


