Discussion and Analysis on the Cultivation Path of Core Competence Employment-Oriented Marketing Majors
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Abstract: Students majoring in marketing are more likely to change jobs after employment. It is hard for them to achieve sustainable development. The main cause is their lack in core competence, which is mainly trained through the design of practical curricula in college teaching, the high proportion in practical teaching, as well as the deployment of teaching staff. For marketing majors, all these factors can help iron out flows when they take up an occupation and intensify their competitiveness in the workplace.

Introduction
In labor market, the marketing majors take the highest employment rate. However, they are more likely to change jobs after employment. Because of the low recruit standard and great demand of the target company, marketing majors can get a job when they enter the labor market for the first time. Nevertheless, work in marketing needs strong practicality. If the graduates cannot effectively combine the theoretical knowledge they learnt at college with practice, they will not work efficiently, not to mention renovation. In this way, they will be driven out of the market as time passes. Presently, the cultivation mode of colleges for these talents does not align with the social needs. Therefore, how to train marketing majors with core career-oriented competence has become an essential topic.

Connotation of Vocational Core Competence of Marketing Professionals
Vocational core competence of marketing professionals is the basic competence, namely, the methodological competence and the social competence for marketing personnel during their careers besides the professional competence. It applies to not only marketing but also other various careers. Therefore, vocational core competence of marketing professionals is a kind of competence for sustainable development that adapts to the constant change of marketing talent post and accompanies marketing professionals throughout their lifetime. Some scholars also regard it as the general competence, integrative competence, key competence, core competence, etc.

Vocational core competence of marketing professionals is mainly composed of methodological competence and social competence. The methodological competence refers to learning independently, obtaining new knowledge and finding as well as solving problems independently for marketing professionals. Through this competence, marketing professionals can apply knowledge, skills and experience they obtained to new marketing practices. During this process, they learn to study and work. In addition, from the perspective of professional demand, vocational core competence can be divided into three major types: the first is the self-management competence. It includes career self-efficacy, which refers to the confident level of marketing professional individuals to the marketing work or behaviors they completed by their knowledge and skills, rather than working skills and behavior skills; professional spirit, which mainly includes good faith quality, responsibility and self-management, especially the time management ability; and adaptability, which refers to the role transformation of professional person, ability of positively
challenging changes, and ability of respecting for and accepting others. The second is the competence of teamwork, including teamwork spirit, teamwork skills and teamwork performance. And the last one is the competence of workplace learning, including communication skills, thinking ability and the concept as well as ability of lifelong learning.

Necessity of the Cultivation of Core Competence for Marketing Majors

Core competence is mainly defined as the competence from which one can obtain long-term competitive advantages. In this article, core competence can be understood as the core technologies or special abilities that are unique to marking majors, the technologies or talents that could not be imitated by other competitors, technologies or talents that could stand the test of time. Core competence includes two connotations: the first is students’ ability that is highly related to practice, such as their independent learning ability, ability to imitate, ability to handle problems, which helps them adapt to the change in workplace. We call it “method ability”. The second is the ability students have to obtain in the workplace, including the ability of self-management, ability to adapt to circumstances, interpersonal skills, and their teamwork awareness, which helps them to survive in the workplace. We call it “social ability”. These abilities need to be cultivated as the core competence before students enter the workplace. The abilities mentioned above need to be focused on in teaching, which can help improve students’ comprehensive abilities and then aid them to pursue greater career opportunities.

Analysis on the Disadvantages of Marketing Majors in Employment

At present, there are more and more graduates majoring in marketing, thus leading obtaining employment to be a major problem. Graduates majoring in marketing are insufficient in psychological enduring capacity, poor in work ability, weak in adaptability, and deficient in teamwork spirit in market competition, and followings are main concrete expressions:

(1) Marketing personnel are not fostered completely in terms of market requirement. Talents with both professional knowledge and marketing capabilities are the favored for corporations. But in real teaching process, the emphasis is on the theoretical courses and the training of some practical operating skills mentioned in the textbooks. As for the skills that corporations require, the colleges know nothing about it, not to mention the cultivation of these skills. Thus, what students learned in college is unable to be in line with the corporations’ requirement, and their disadvantages appear.

(2) Out-of-date ideas and lack of innovation are the key problems for marketing personnel. Corporations need students’ skills and techniques in practical sales. Some corporations even anticipate fresh ideas and marketing methods through bringing in needed personnel. However, what students learnt at college are just some theoretical methods, and some past experiences and lessons, which cannot inject new life to the corporation. Consequently, the graduates are just the machine-like salesman. They cannot get the true nature of marketing.

(3) Due to the lack of professional competence, the marketing personnel are difficult to adapt to the needs of career development. In reality, companies value more about the graduates’ comprehensive quality and professional abilities, hoping the new staff have rich theoretical knowledge, communication skills, the ability of social practice and possess a good psychological quality, which raises higher requirements for college education. The current university education, however, mostly stays on the books and theories, not focusing on improving the overall quality of students, which results in the misconnection of students and companies.

Ways of Cultivating the Marketing Majors’ Core Competence

Improve the employment competitiveness of graduates majoring in marketing through the core competence’s research on graduates majoring in marketing, the practice of teachers and students’ cooperation and network platform, and other channels. It involves perspectives of concrete research contents including schools, universities and enterprises, as well as graduates themselves, namely,
analyzing the career planning and employment ability of graduates majoring in marketing and other contents, thus achieving the full combination between theory and practice.

**Locating the Cultivation Objectives of Marketing Major Precisely**

The starting point of all teaching activities begins with the training objectives, while the ultimate destination of teaching activities is to achieve the established goals. Therefore, the training objectives guide and constrain all the school teaching and practical activities. In the teaching process of marketing, employment-oriented training is to have the training objectives set scientifically, that is how to train students to deal with various situations in the future work, and to acquire the practical marketing communication skills while negotiating with clients. Professional knowledge, as well as corresponding practical skills, will help students adapt to the needs of the economic market.

**Enriching the Practical Content of Marketing Major Courses Constantly**

When setting up the curriculum, employment-oriented and academically oriented are entirely different. Training marketing majors’ practical ability relatively plays an increasing important role. Thus, to meet the needs of the development of times and the needs for talents of the society, we should set the training objectives based on the needs of teaching requirement as well the social requirement on the capability of the students. Import various new ideas, new thoughts and new research productions to curriculum to keep enriching and improving the teaching content and establish unique education feature.

**Constructing the Team of Profession Portfolio staff of Marketing Reasonably**

It’s needed to put the focus on students’ career capability and accomplishment in the reform of education process leaded by employment. The instructors are in the predominant position in the education process and do a leading function, especially employment-oriented. The instructors can not only restrict in delivering the knowledge from the books, but expand to more fields, or construct an appropriate profession portfolio team, guiding students in multiple aspects based on various majors point of view, including the cultivation of students’ career capability and accomplishment. The teaching group themselves should realize combination of theory and practice, inner and outer of school, school and enterprises to form advantage of complementation.

**Promote the Proportion of Practical Simulation of Marketing Major Step by Step**

The cultivation of student practical capability is the new requirement in employment-oriented, but the practical circumstance is the most serious part in lacking and needing of promotion. For now, the practical classes in teaching process is lack of systematicness, usually is arranged by instructors at their own, or the instructor arranges some simulate circumstance or does some simulate operations when mentioned in delivering special chapters or sections. Although it’s very hard to let students experience the practical marketing, school can establish a practical system through their 4 years in university, splitting the requirement from society and industry to small ability modules, splitting the requirement of work position to practical tasks or working processes, let students study from ability modules, practical tasks and working processes to promote the proportion of practical simulation of marketing major.

At present, the cultivation model of market-oriented marketing professionals is still at the exploring stage. Therefore, improving this cultivation model requires our continuous efforts. Persisting in market-oriented teaching objectives, gradually optimizing teaching model and building an effective practice base for graduates majoring in marketing can certainly establish a perfect cultivation model of marketing professionals, thus effectively improving the competitiveness of graduates majoring in marketing.
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