Study on Training Mode Reform for Applied Talents in Foreign Trade

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Abstract. Geographical advantages of Guangdong Province enable it to stand in the forefront of service trade in China. The rapid development of service trade surely makes more demands on high-quality talents excelling in service trade. From the perspective of applied talents, the inadequate training mode of international economy and trade in Huashang College was analyzed and the three kinds of new talent training modes were put forward.

Introduction
The import and export volume of service trade ranked 4th in China in 2015 and there were over 8,000 businesses specializing in service trade across the province. The service trade will witness over 20% average annual growth and a breakthrough will be made in the trade liberalization favorable to Hong Kong and Macao service trade in the next two years. By the end of the 13th “Five-Year Plan”, the total amount of provincial service trade will double compared with the end of the previous Five-Year Plan, standing in the forefront nationwide. Guangdong is the forward position of reform and opening-up and its economic development is undergoing a shift from “Total amount” to “Structural transformation”. In this case, the number and structure of high-ranking talents can be far from meeting local requirements for economic development. As an institution of higher learning serving local economy, Huashang College, Guangdong University of Finance & Economics is oriented towards the training of applied talents. How to turn out applied talents with a sense of innovation excelling in service trade, faced with the new situation, is an urgent topic of discussion.

According to the undergraduate teaching plan 2014-2016, the training mode of international economy and trade of Huashang College, Guangdong University of Finance & Economics is basically the same as that of other colleges and universities. The training mode by means of credit system focuses on class teaching, experiment teaching, specialty practice and graduation practice. The 6-week specialty practice on the campus simulation platform can considerably improve the practical ability of students, but the campus “comprehensive simulation platform of interdisciplinary economic management” mostly serves the purpose of courses, with length restrictions imposed on all-specialty practice. For this reason, students are hard-pressed to be skillful at all. Despite the 8-week graduation practice, a mere formality, most students have to serve their internship in businesses not engaged in foreign trade for lack of practice bases. The training of practice ability, therefore, cannot truly come true. According to the interview and survey of nearly 20 enterprises and public institutions like Guangzhou Ruimai Co., Ltd., Guangzhou Medium, Small & Micro Financial Service Area, Shenzhen Cross-Border E-commerce Association, Zhongshan Titan Arts & Crafts Co., Ltd, Zengcheng Chamber of Commerce, Zengcheng Foreign Trade Bureau and Xintang E-Commerce Park, the majority of foreign trade businesses lay stress on students’ skills and make high demand on practice ability of graduates—like accounting of import & export cost, import & export negotiations, writing of correspondence, document preparation and examination of the Letter of Credit. It is the first and foremost importance for skilled and applied talents engaged in foreign trade with international trade expertise, in addition to communication skills and teamwork. As cross-border business agreed, traditional talents are far from meeting the relevant post requirements and compound talents (international economy and trade + e-commerce + international business management) are in more demand. As for the employment of graduates majoring in international economy and trade, employers
complain that competent graduates after entering businesses only account for 10% of the total and qualified cross-border e-commerce talents are hard to find. By means of visits, businesses made a questionnaire survey of the employment of graduates majoring in international economy and trade of the recent 3 years (see the following figure).

![Figure 1. Employment feedback of graduates majoring in international economy and trade in the latest three years.](image)

As they agreed, cross-border e-commerce businesses are in desperate need of talents and though colleges and universities turn out a large number of graduates majoring in international trade and e-commerce each year, yet there are few such compound talents gaining intimate familiarity with both. Huashang College has run the program of international economy and trade for more than 10 years and its mode of talent training is not suitably qualified for further development under the new circumstances any longer, hence the need for reform. In conclusion, the training mode reform of applied talents can be grouped under three aspects.

**Cooperate with Powerful Businesses in Guangdong to Offer the Program of International Economy and Trade**

Students majoring in international economy and trade in our college are a perfect match for partial Top 500 enterprises in Guangdong, in terms of specialty. Some enterprises specializing in international trade or transport are in great demand for specialized talents, making strict requests—like China Foreign Trade Centre (Group), TCL Group, China International Marine Containers (Group) Co., Ltd. and Shenzhen Feima International Supply Chain Co., Ltd. In collaboration with these enterprises, employment channels are expended and, more importantly, talents truly meeting business needs are turned out. The plan for talent training can be jointly hatched, together with partners. Upon the overall principle of tertiary education, part of specialized courses and practical teaching courses at the school can be taught or guided by trainers from businesses or arranged in them. Under the circumstances, businesses and school are capable of whole-process monitoring of talent training and adjustment of disqualified courses and teachers anytime. Cooperation means can be various, such as joint contribution. Huashang College is responsible for enrollment and businesses take part in teaching planning, teaching management and comprehensive assessment of graduate internship. Of course, students should finish courses according to the teaching plan and will not obtain the graduation certificate until they have passed the business’s comprehensive assessment. Priority is given to businesses to choose graduates and even they can employ students in advance for induction training. Both parties should bear school-running expenses and share such achievements, including profits.

**Train International Economy and Trade Talents Based on Customization**

Cross-border e-commerce businesses are in desperate need of talents of international economy & trade, e-commerce and business English application and should do their utmost to run such special classes. Businesses can sign an agreement with the college and students and then jointly design the training plan and teaching plan. Customized training will be followed to satisfy special requirements...
made by businesses. According to the survey, top 6 demand posts for foreign trade talents are listed below: e-commerce salesmen, documentary handlers, export sales staff, documentation specialists, international freight forwarder salesmen and customs declaration & inspection staff. Businesses require graduates to be general qualification certificate holders. In consequence, according to examination contents in relation to the skill certificate, the experiment course proportion can be increased to respond to the professional talent training plan and boost the practical ability of students. Meanwhile, students are encouraged to take tests of the relevant skill certificates during their stay at the school. After students have finished the essential fundamental courses, businesses may provide the practice base and employ experienced off-campus teachers to engage in students’ professional internship and graduation internship. According to the customized training plan, after finishing teaching plan courses, students will not graduate until they obtain the certificate of comprehensive assessment of a particular business. Once graduation is granted, they can be employed by the corresponding business. In collaboration with Ningbo University, businesses engaged in cross-border e-commerce in Ningbo fell to customized training as early as 2009, producing excellent results. First, students can establish definite aims and turn what they have learned into practical account; and secondly, attention is paid to the whole process of talent training by cooperating with the employer; the site, particularly, is provided when guidance is rendered and the training of students’ practical ability can be implemented. Practice has proved that such a training mode is oriented towards businesses, so there is no need to worry about the shortage of talents. As for social effect, this mode may serve the local economy, thus solving the problem of employment.

Reform the Current Teaching Mode and Adopt the Talent Training Mode Based on Full Credit System

Based on optional courses, the full credit system bases students’ comprehensive ability upon total credits and credit points to obtain the minimum credits for graduation and adopts various education specifications and relatively flexible process management. The system courses may be divided into compulsory courses, distributional electives and optional courses. Optional courses create good conditions for those loving the knowledge beyond specialized courses, favorable to the expansion of comprehensive quality; distributional electives provide various choices of specialty for students; compulsory courses can also limit and select compulsory courses, thus meeting the various needs of students. According to the full credit system, top students are allowed to choose more courses and can graduate in advance if the total credits are obtained. Underachievers are allowed to choose few courses and have access to total credits by extending the schooling length. This can consider the difference in students’ foundations and overcome the shortcoming that the scholastic year system is incapable of providing a solution to intelligent and hobby differences, subject to the same progress and course. Furthermore, students have access to independent learning and improve their business skills and knowledge structure to better stick to the principle of individualized teaching. The key to talent training is the teacher laying equal stress on integrity and ability. According to the full credit system, students are entitled to the choice of teachers, thereby raising the competitive awareness of the latter. Dedicated teachers are popular among students, thus better doing themselves justice. As a result, other teachers are forced to raise their teaching level, improving teaching method, update the knowledge structure and tap their own potential in highest measure. Moreover, specialties offered by colleges and universities have become more and more divided and this will surely cause the knowledge to be increasingly narrow and eventually fail to meet the new requirements for compound talents in society. In response to the feedback from enterprises and public institutions that college students are of narrow scope of knowledge and horizons, the training mode of foreign trade application can expand compulsory and minor courses of different disciplines. Extensive interdisciplinary exchanges and integration can not only boost the innovation thinking of students, but may become the source of innovation. Such a training mode can respond to the needs of compound talents by the market economy, truly hitting the target of “wide range, solid foundations, high quality,
strong ability”. The full credit system has changed the traditional teaching management and could actually serve as a radical transformation of talent training mode.

**Summary**

The first training mode and the second one focus on society demand while the third one is students’ oriented. Full-credit system is the development trend of the current reform in colleges and universities, different from academic year credit system. It will make an important change in college teaching management. No matter which one will be adopted, some appropriate measures should be taken to best suite the applied talent’s training reform.

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**References**


