

# The Current Situation and Countermeasures of Cross Border E-Commerce Talent Training

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**Abstract:** Cross-border e-commerce in China is experiencing rapid growth and represents one of the industries with immense potential within the country's tertiary sector. In this context, there is a shortage of compound talents who possess proficiency in both foreign languages and foreign trade knowledge. To address this issue, this article delves into the current demand for cross-border e-commerce talents and the deficiencies in cross-border e-commerce talent cultivation within universities. It further explores potential solutions, aiming to offer insights for university talent cultivation models and broaden employment perspectives for students in related majors.

**Keywords:** Cross-border e-commerce; Compound talents; Talent cultivation

## 1. Introduction

In recent years, with the increase in the number of Internet users, the rise in Internet penetration and the improvement of online payment, online shopping has become a global consumption habit. Cross-border e-commerce, as an important part of foreign trade development, is an important engine for China's economic development.

According to the "China E-commerce Report (2022)" released by the Ministry of Commerce, the import and export value of cross-border e-commerce in China from 2020 to 2022 are RMB 2.11 trillion yuan, a year-on-year increase of 9.8%, of which exports are RMB 1.55 trillion yuan, a year-on-year increase of 11.7%, and imports are RMB 0.56 trillion yuan, a year-on-year increase of 4.9%<sup>[1]</sup>.

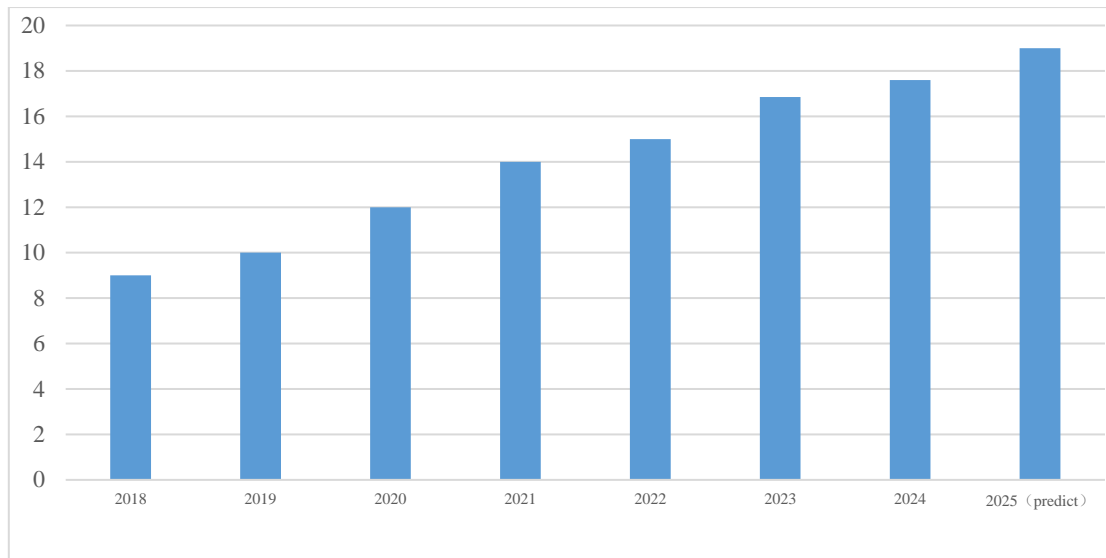
It can be seen that the role of cross-border e-commerce in "buying the world" and "selling the world" is enhancing. With the development of cross-border e-commerce industry, the talent demand gap is expanding, which brings more opportunities for the talent market. According to the "14th Five-Year Plan" for the development of e-commerce, the number of cross-border e-commerce practitioners is on an increasing trend, and by 2025 it will grow to 70 million. The willingness of the general public to transform into cross-border e-commerce is also increasing.

Cross-border e-commerce is the wind port of the times and contains huge business opportunities. Only by cultivating foreign language and foreign trade composite talents needed by the society can we bring into play the great advantages of enterprise development in the context of cross-border e-commerce.

## 2. The Current Situation and Talent Demand of Cross-Border E-Commerce

### 2.1. Cross-Border E-Commerce the Market Transaction Scale is Expanding Large

According to data from NetEase, the transaction volume of China's cross-border e-commerce market reached 16.85 trillion yuan in 2023, with an average annual compound growth rate of 13% from 2019 to 2023. The export transaction scale reached 13 trillion yuan in 2023, accounting for 79%, with an average annual compound growth rate of 13% from 2019 to 2023<sup>[2]</sup>. It is expected that the scale of cross-border e-commerce transactions in China will reach 19 trillion yuan by 2025. It can be seen that the scale of China's cross-border e-commerce market is constantly expanding.



Source of data: NetSense, China Merchants Securities

Figure 1: China's cross-border e-commerce transaction scale (trillion yuan)

## 2.2. New Demand for Cross-Border E-Commerce Talents has Emerged

The foreign trade process includes both import and export. The import process includes transaction negotiation, signing contracts, opening letters of credit, arranging transportation, insurance, import customs clearance, import inspection and quarantine, payment and so on. The export process includes transaction negotiation, signing a contract, preparation for production, export customs clearance, export inspection and quarantine, shipment, billing and foreign exchange settlement and other links. And cross-border e-commerce and traditional foreign trade links are roughly the same, but in the form of the following differences:

(1) The main body is different, According to traditional trade, enterprise sales means is to promote their products, from the Internet to find foreign buyers seeking information, so the main body is the information flow; But about cross-border e-commerce, the general business is the use of the Internet to sell goods directly to overseas, so the main body is the flow of goods.

(2) The links are different. The links of traditional foreign trade import and export have not been shortened or changed. Most of them are B2B models; However, The process of cross-border e-commerce is relatively simple, especially for cross-border B2C, which directly targets end consumers and has almost no intermediaries.

(3) The promotion channels are different, traditional foreign trade development of customers is through the participation in offline exhibitions, release of e-mail, news and information-based; and cross-border e-commerce promotion channels will be richer, including search engines, social media platforms such as Facebook, LinkeIn, etc..

Based on the above differences, enterprises' demand for cross-border e-commerce talents also appears new needs. According to data crawled from recruitment websites, the common demand categories for cross-border e-commerce and traditional foreign trade talents are possessing good foreign language listening, speaking, reading, and writing skills, market analysis skills, international trade skills, and familiarity with legal knowledge.

In addition, cross-border e-commerce talents should possess the following skills compared to traditional foreign trade talents: 1. Master e-commerce skills 2. Have technical application abilities 3. Have risk management abilities

Among the comprehensive quality requirements put forward by enterprises for talents, a relatively large proportion requires good psychological qualities, learning ability, sense of responsibility, dedication, execution ability, and innovation ability. According to the above analysis can be organized to get the following table.

*Table 1: Differences and Similarities in the Demand for Cross border E-commerce Talents and Traditional Trade Talents*

	<b>Demand Class</b>	<b>Role</b>
<b>Common demand</b>	Good foreign language listening, speaking, reading, and writing skills	To communication with International clients effectively
	Market analysis skills	To understand consumer needs and market trends
	Manage international trade operations.	To be familiar with foreign trade business process
	Familiarity with the law	Use contract law and other related laws to prevent legal risks.
<b>New demand</b>	E-commerce skills	To be familiar with b2b, b2c, c2c and other e-commerce modes and operate an online store
	Ability to apply technology	To master data analysis tools, search engine optimization (seo), social media marketing and other internet technologies
	Ability to manage risk	To understand the cyber security, data protection and other risks and strategies to deal with them
<b>Comprehensive quality demand</b>	Good psychological quality, learning ability, responsibility, dedication, execution and creativity	

### **2.3. There is A Large Talent Gap in Cross-Border E-Commerce**

In addition to cross-border e-commerce sellers, traditional foreign trade enterprises, manufacturing enterprises, service-oriented enterprises are also the main demand for cross-border e-commerce talent, According to the requirements of the "14th Five-Year Plan", the demand for e-commerce and related services employment population will reach 70 million, and there is a huge gap with the current supply of e-commerce talents in colleges and universities.

As cross-border e-commerce is a new industry, on the one hand, it is difficult for enterprises to directly recruit experienced cross-border e-commerce talents; on the other hand, there are deficiencies in the cultivation of cross-border e-commerce talents in colleges.

Although many colleges and universities have set up e-commerce related majors, However, as the cross-border e-commerce major was only included in the new supplementary majors of ordinary colleges and universities in China in 2019, the number of students trained by universities each year cannot make up for the talent gap in cross-border e-commerce.

### **3. Difficulties in Cross-Border E-Commerce Talent Cultivation**

The scale of cross-border e-commerce market transactions is constantly expanding, although the cross-border e-commerce specialty has been included in the new supplementary majors of China's ordinary universities in China in 2019, the talents cultivated by colleges each year are still unable to make up for the shortage. In addition to the reason that the professional setting time is relatively short, there are also reasons such as relatively backward faculty and team building in universities, insufficient practical links, and talent cultivation lagging behind industry development.

#### **3.1. Teachers and Funding Capabilities, as well as Team Building, are Relatively Backward**

At present, teachers of international economics and trade in colleges and universities are divided into two parts. One part is the academic school of international trade theory, and the other part is the practical school who used to participate in the work of foreign trade companies. Academic teachers are responsible for the theoretical part of the lecture, while the practical teachers are responsible for the practical part of the lecture. This makes the theory and practice seriously disconnected. The theory and practice courses are scattered teaching. Students can't understand deeply, and these reasons lead to the international trade specialty can't adapt to the development of the times. Therefore, the lecturers of cross-border e-commerce courses should have both practical ability and basic theoretical knowledge to sublimate<sup>[3]</sup>.

#### **3.2. Insufficient Practical Teaching Sessions**

For practical teaching, although many universities have launched on campus simulation laboratory

courses to use software such as Simtrade. But most of these are based on traditional trade processes and cannot reflect the new changes in cross-border e-commerce in trade processes. Most cross-border e-commerce courses offered by universities focus on theoretical explanations and rarely involve student practice. Off campus internships have a certain supplementary effect, but there is a certain disconnect, and as a supplement to practical teaching, it is not deep enough.

### ***3.3. College Talent Cultivation Lags Behind Industry Development Needs***

The training mode of universities is mainly based on the systematic and complete of theory, and the speed of updating knowledge cannot keep up with the actual needs of the rapidly developing e-commerce industry. The effect of internship practice and industry education integration is also greatly reduced due to high costs and long period of time. With the accelerated development of e-commerce models, data elements have become important production resources. The demand for high-level talents with professional abilities in e-commerce data analysis, data governance, digital marketing, etc. in the e-commerce industry will continue to increase. Currently, the serious shortage of high-level applied innovative talents in universities will also become increasingly prominent.

## **4. Strategies for Cultivating Composite Talents in Cross-Border E-Commerce**

### ***4.1. Reforming Traditional Teaching Methods and Strengthening Practical Teaching Links***

Apart from theoretical learning ,it's advisable for students to participate in cross-border e-commerce related subject competitions (such as Cross border E-commerce Professional Ability Competition, OCALE National Cross border E-commerce Innovation and Entrepreneurship Ability Competition), competitions can promote learning ,strengthen the close integration of theory and practice, and avoid the disconnection between theoretical learning and practice.

In the competition, students is supposed to learn how to register a cross-border e-commerce online store account, improve online store information, open international payment settlement channels, and set up basic service template information for the store.

Students can also learn how to set reasonable cross-border product prices and attribute information, create product detail pictures, publish multiple products in the same category, set up store showcase products, design and submit international marketing website designs according to competition requirements, complete store homepage decoration, and create corresponding advertising images in conjunction with cross-border promotion activities during the competition.

### ***4.2. Strengthen School Enterprise Cooperation and Implement a "Dual Mentor" System Within and Outside the School***

Enterprises provide universities with the latest industry trends and information technology. Universities provide composite talents to enterprises for mutual benefit. Universities should also hire industry majors as external mentors and internal mentors to jointly cultivate talents, implementing a "dual mentor" system to better promote the cultivation of cross-border e-commerce talents<sup>[4]</sup>. Based on the dual mentor system, undergraduate innovation and entrepreneurship education can effectively solve the problems of weak teaching staff and insufficient professional talents. By establishing a standardized system for talent introduction, training, and assessment, we can broaden the channels for talent development. By implementing a system that combines on campus and off campus mentors, we can provide students with professional and high-quality guidance teachers.

The dual mentor system has the following advantages: firstly, it helps students better understand the combination of theory and practice through the theoretical knowledge guidance of on campus mentors and the practical experience sharing of off campus mentors. Secondly, the dual mentorship system enhances students' comprehensive qualities. Under the guidance of the dual mentorship system, students can not only learn professional knowledge, but also improve their communication skills, teamwork abilities, and problem-solving skills by participating in practical activities. Thirdly, the dual mentor system can improve the quality of education, optimize the educational structure, enrich teaching content, enhance the quality of education, and make education more in line with the needs of society and the market.

In summary, implementing a dual mentor system is beneficial for cultivating cross-border e-

commerce talents.

#### **4.3. Guide Students to Start Businesses and Leverage the Role of Entrepreneurship Bases**

Compared to other industries, cross-border e-commerce belong to low-cost entrepreneurship. It requires less manpower, material resources, and financial resources. Many universities have established innovation and entrepreneurship bases for college students, as well as innovation and entrepreneurship incubation parks.

Entrepreneurial bases typically provide a range of resources and services required for college student entrepreneurs, including office space, network facilities, legal advice, financial consultation, and more.

Universities should play the role of incubation parks and invite external enterprise experts to guide students' entrepreneurial projects. Starting a cross-border e-commerce business only requires a few rooms and a computer. The school's entrepreneurship base has excellent conditions for cross-border e-commerce entrepreneurship. On the one hand, entrepreneurial bases usually have a team of mentors to provide students with professional entrepreneurial guidance and training, helping them avoid entrepreneurial risks and improve the success rate of entrepreneurship; On the other hand, students experience real operations and transactions in the practical process, and are responsible for their own profits and losses.

Through entrepreneurial practice, students can improve their comprehensive qualities and enhance their competitiveness in employment. The construction and operation of college student entrepreneurship bases can drive local economic development and create employment opportunities. Students trained through entrepreneurship bases can directly enter corporate positions or start their own businesses after graduation.

### **5. Conclusion on the Current Situation of Cross Border E-Commerce Talent Training and Countermeasures Research**

Under the background of the expanding transaction scale of cross-border e-commerce market transactions, there is new demands for cross-border e-commerce talents among enterprises. In addition, there is a talent gap in cross-border e-commerce, which is not only due to the relatively short duration of professional settings, but also due to the relatively backward faculty and team building in universities, insufficient practical links, and lagging talent behind the development of the industry. Therefore, in order to make up for this gap, universities should reform traditional teaching models, strengthen practical teaching links, enhance school enterprise cooperation, implement a "dual mentor" system both on and off campus, and guide students to start businesses, giving full play to the role of entrepreneurship bases and cultivate innovative, versatile, and applied talents based on the development status of the industry.

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