

Cross-Border E-Commerce Talent Development in Private Higher Education Institutions in the Era of New Productive Forces

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Abstract

In the era of new productive forces, the cross-border e-commerce industry is developing rapidly, posing new requirements for talent development in private higher education institutions. This paper analyzes the current situation and challenges of cross-border e-commerce talent development in private higher education institutions. On this basis, a new model for cross-border e-commerce talent development is proposed, including course system design, teaching methods, practical teaching, and faculty development. The aim is to provide references for private higher education institutions to cultivate high-quality cross-border e-commerce talents to meet the needs of industry development.

Keywords

New Productive Forces; Private Higher Education Institutions; Cross-Border E-Commerce; Talent Development Model.

1. Introduction

In recent years, with the development of globalization and the digital economy, cross-border e-commerce has become a new engine for economic growth. In the era of new productive forces, cross-border e-commerce is evolving towards intelligence, personalization, and diversification. This requires higher professional qualities and comprehensive abilities from cross-border e-commerce talents. Private higher education institutions, as an important part of China's higher education system, play a significant role in cultivating cross-border e-commerce talents. However, in practice, there are some problems in the development of cross-border e-commerce talents in private higher education institutions, such as unreasonable course systems, traditional teaching methods, insufficient practical teaching, and a shortage of high - quality teachers. Therefore, it is urgent to explore a new model for cross - border e - commerce talent development in private higher education institutions.

2. Literature References

Many scholars have delved into the competence requirements for cross-border e-commerce talents. Chen and Wang (2022) emphasized that cross-cultural communication, digital marketing, and e-commerce operation are key competencies for cross-border e-commerce talents [1]. Li (2021) pointed out that in the digital economy era, cross-border e-commerce talents should possess data analysis and online marketing skills [2]. Wang and Zhang (2023) analyzed the competence requirements of cross-border e-commerce talents from the perspective of enterprises, stating that in addition to professional knowledge and skills, cross-border e-commerce talents also need to have a global perspective, innovation ability, and teamwork spirit [3]. Furthermore, Zhang and Liu (2022) explored the current situation and challenges of cross-border e-commerce talent development in higher vocational education institutions and proposed some reform suggestions [4]. However, with the arrival of the era of

new productive forces, the research on talent development models for cross-border e-commerce in private higher education institutions still needs to be further deepened.

3. Current Situation and Challenges of Cross-Border E-Commerce Talent Development in Private Higher Education Institutions

3.1. Current Status

In recent years, the cross-border e-commerce industry has experienced rapid growth, becoming a new engine for economic development. Major e-commerce platforms like Amazon and AliExpress have seen continuous expansion, and numerous small and medium-sized enterprises are also entering this field. According to statistics from the China Cross-Border E-Commerce Comprehensive Service Platform, the transaction volume of cross-border e-commerce has grown at an average annual rate of over 20% in the past five years. The industry's rapid development has led to a surge in demand for cross-border e-commerce talents, with a shortage of approximately 20 million professionals.

To meet industry demands, many universities have established cross-border e-commerce programs or incorporated related courses into existing curricula. These programs aim to cultivate talents with expertise in international trade, e-commerce, and foreign languages. For instance, universities such as Zhejiang University of Electronic Commerce and Guangdong Polytechnic of Commerce have developed relatively comprehensive cross-border e-commerce curricula and adopted diverse teaching methods to train professionals for the industry.

Some universities have actively explored innovative talent development models, such as industry-university-research collaboration. They collaborate with enterprises like Alibaba and Amazon to provide students with internships and practical training. Additionally, some universities have introduced international educational resources to offer students opportunities for overseas study and exchange, enhancing their global perspective and cross-cultural communication skills.

3.2. Challenges of Cross-Border E-Commerce Talent Development

3.2.1. Mismatch Between Knowledge and Skills and Industry Demands

Cross-border e-commerce spans multiple fields such as international trade, e-commerce, foreign languages, and marketing. However, the knowledge systems of many universities are relatively singular and fail to meet the industry's demand for well-rounded talents. For example, some universities focus on teaching theoretical knowledge of international trade but overlook the e-commerce skills required for cross-border operations, resulting in graduates lacking proficiency in e-commerce platforms and online marketing techniques.

The cross-border e-commerce industry places high demands on practical operational skills. However, universities often emphasize theoretical teaching while neglecting practical training. Students may have limited exposure to actual cross-border e-commerce operations such as store setup, product listing, and customer service. This lack of hands-on experience makes it difficult for graduates to adapt to the demands of enterprises immediately upon entering the workforce.

Cross-border e-commerce requires teachers who possess both theoretical knowledge and practical experience. However, many universities face a shortage of such teachers. On one hand, teachers with a background in international trade theory may lack practical experience in cross-border e-commerce and are unfamiliar with industry practices and trends. On the other hand, teachers who have worked in foreign trade companies may lack systematic theoretical knowledge and teaching skills. Additionally, to meet the demand for doctoral degrees in teacher recruitment, many universities struggle to attract teachers with practical experience in cross-border e-commerce.

Practical teaching in cross-border e-commerce relies on robust teaching facilities and software support. However, some universities lack cross-border e-commerce laboratories, simulation platforms, and professional teaching software. This limits students' opportunities to practice and impacts the quality of practical teaching. For instance, without advanced simulation software, students cannot fully experience real-world cross-border transaction processes, making it challenging to master critical operational skills.

3.2.2. Gaps in the Talent Development System

The cross-border e-commerce industry evolves rapidly, but university curricula often fail to keep pace. The content of some courses is outdated and does not reflect the latest developments and trends in the industry. For example, emerging areas such as cross-border e-commerce marketing and big data analysis are not adequately covered in university courses. This leaves students ill-equipped to meet the demands of industry development.

Universities often focus on theoretical knowledge transmission while neglecting the cultivation of students' practical and entrepreneurial skills. Few opportunities for competitions and internships limit students' exposure to real-world business practices. This hinders the development of their innovative thinking and problem-solving abilities. As a result, students may lack the practical experience and entrepreneurial spirit required for cross-border e-commerce.

3.2.3. Challenges of Internationalization

Cross-border e-commerce involves transactions across different countries and regions, requiring talents to possess cross-cultural communication skills and an understanding of international market rules. However, students in universities may lack exposure to diverse cultural environments and have limited awareness of cultural differences. This can lead to communication misunderstandings and marketing blunders in international business activities. Each country has its own set of legal and regulatory frameworks, including tax regulations, customs duties, and import restrictions. Cross-border e-commerce talents must be familiar with and adapt to these laws and regulations. However, students in universities often lack systematic training in international laws and regulations, making it difficult for them to navigate the complex legal landscape of cross-border e-commerce.

3.2.4. Market Competition and Talent Retention Issues

The rapid growth of the cross-border e-commerce industry has led to a high demand for talents. However, the supply of skilled professionals falls short of the demand. As a result, competition for talent among enterprises is fierce. Universities may invest significant resources in cultivating cross-border e-commerce talents, only to see graduates attracted to larger and more resource-rich companies. This limits the ability of smaller and medium-sized enterprises to access talent.

Cross-border e-commerce talents are highly sought after in the market, and graduates may frequently change jobs in pursuit of higher salaries and better career development opportunities. This poses a challenge for enterprises in retaining talent and affects the long-term stability and sustainable development of cross-border e-commerce businesses.

3.2.5. Other Challenges

Effective collaboration between universities and enterprises is essential for cross-border e-commerce talent development. However, in practice, such collaboration is often insufficient. Enterprises may not actively participate in university talent development programs, and universities may lack understanding of industry needs. This disconnect results in a misalignment between talent development and industry demands.

Factors such as trade protectionism and geopolitical issues can create uncertainties in the cross-border e-commerce market. These factors influence the development of cross-border e-

commerce and, in turn, affect talent demand and development. For instance, trade frictions may lead to reduced market demand and adjustments in enterprise strategies, which indirectly impact the career development of cross-border e-commerce talents.

3.3. Current Reform Opportunities

In recent years, governments at all levels have introduced a series of policies to support the development of cross-border e-commerce. These policies provide universities with favorable conditions for talent development. For example, some local governments offer funding support for cross-border e-commerce talent development programs and establish cross-border e-commerce industrial parks to provide internships and employment opportunities for students. Universities can leverage these policy advantages to strengthen their talent development efforts.

With the rapid development of information technology, universities now have access to a wealth of online educational resources and advanced teaching tools. They can utilize massive open online courses (MOOCs), online learning platforms, and virtual simulation software to enrich their teaching content and improve teaching quality. For instance, universities can adopt virtual simulation teaching software to help students gain hands-on experience in cross-border e-commerce operations, enhancing their practical skills.

The continuous upgrading of the cross-border e-commerce industry has spurred enterprises to place greater emphasis on talent quality and innovation capabilities. This provides universities with broader development space and cooperation opportunities. Universities can collaborate with enterprises to conduct joint research projects and innovation practices, offering students opportunities to participate in real-world projects. This helps students develop their innovative thinking and problem-solving abilities while meeting the industry's demand for high-quality talents.

3.4. A New Model for Cross-Border E-Commerce Talent Development in Private Higher Education Institutions

3.4.1. Course System Design

Private higher education institutions should design a course system that meets the needs of the cross-border e-commerce industry in the era of new productive forces. On the one hand, basic courses such as e-commerce, international trade, and foreign languages should be strengthened to provide students with solid theoretical foundations. On the other hand, practical and application-oriented courses such as cross-border e-commerce platform operations, cross-border marketing, and cross-border logistics should be offered to enhance students' practical abilities. Additionally, elective courses on emerging technologies such as big data analysis and artificial intelligence should be provided to help students understand the latest trends in cross-border e-commerce development.

To better meet the needs of the cross-border e-commerce industry, private higher education institutions can refer to industry standards and requirements when designing course systems. For example, they can collaborate with cross-border e-commerce enterprises to jointly develop course syllabuses and teaching plans. This ensures that course content aligns with industry practices and trends. Furthermore, institutions can regularly update course content to reflect the latest developments in the cross-border e-commerce field, such as new marketing strategies, platform policies, and technological applications.

3.4.2. Innovative Teaching Methods

To improve teaching effectiveness, private higher education institutions should actively explore and adopt innovative teaching methods. Project-based learning is an effective way to engage students in real-world cross-border e-commerce projects, such as product selection, marketing, and customer service. By working on these projects, students can develop their

problem - solving and team - collaboration skills. Case - based teaching is another valuable method where teachers use real - world cases from the cross - border e - commerce industry to guide students in analysis and discussion. This helps students understand the practical challenges and solutions in the field. Online and offline blended learning should also be encouraged. Institutions can leverage online platforms and resources, such as MOOCs and online experiments, to provide students with flexible learning options. This approach combines the advantages of online and offline teaching, offering both the convenience of online learning and the interaction and guidance of offline teaching.

Project - based learning can be implemented in various ways. For example, teachers can assign students to complete a cross - border e - commerce project from product selection to marketing and sales. During the project, students need to conduct market research, analyze consumer needs, select suitable products, develop marketing strategies, and carry out online sales. This process helps students apply the knowledge they have learned to practice and develop their comprehensive abilities. Case - based teaching can also be enriched by using a variety of cases, such as successful cases of cross - border e - commerce enterprises and typical failure cases. Through the analysis of these cases, students can gain a deeper understanding of the practical issues in cross - border e - commerce and learn how to solve them.

3.4.3. Strengthening Practical Teaching

Private higher education institutions should strengthen practical teaching to provide students with more opportunities to gain practical experience. On - campus practice bases, such as cross - border e - commerce laboratories and simulation platforms, should be established to simulate real - world business environments. This allows students to practice cross - border e - commerce operations in a risk - free setting. Off - campus internships with cross - border e - commerce enterprises should also be arranged to expose students to real - world business practices and industry trends. This helps them better understand the operational processes of cross - border e - commerce enterprises. Furthermore, participation in competitions is encouraged. Institutions can organize students to take part in various cross - border e - commerce competitions, such as the Cross - Border E - Commerce Innovation and Entrepreneurship Competition and the Cross - Border E - Commerce Operations Competition. These events help students apply their knowledge to practice, develop their innovative and entrepreneurial thinking, and enhance their competitiveness.

To enhance practical teaching, private higher education institutions can increase investment in practice - teaching facilities and establish more cross - border e - commerce laboratories and simulation platforms. These facilities can simulate real - world cross - border e - commerce business processes, including platform operations, marketing, logistics, and customer service. Students can gain hands - on experience in these simulated environments, improving their practical skills and operational abilities. In addition, institutions can establish long - term partnerships with cross - border e - commerce enterprises to provide students with more internship opportunities. During internships, students can participate in actual business operations, understand the practical requirements of enterprises, and enhance their adaptability and employability.

3.4.4. Faculty Development

The quality of teachers is crucial to the development of cross - border e - commerce talent. Private higher education institutions should strengthen faculty development by providing training opportunities for teachers to participate in academic conferences, training courses, and enterprise practice activities. This enables teachers to stay updated on the latest research findings and industry trends in cross - border e - commerce and to enhance their practical teaching abilities. Additionally, private higher education institutions can collaborate with cross - border e - commerce enterprises to establish a mechanism for mutual teacher and enterprise

staff exchanges. Enterprises can send their employees to teach at institutions, sharing practical experience and industry insights. In return, institutions can dispatch teachers to enterprises for internships, allowing them to gain hands-on experience and a deeper understanding of industry practices. This helps enrich teaching content and improve teaching quality.

Private higher education institutions can develop comprehensive faculty-development plans that include regular training and workshops for teachers. These training sessions can cover the latest theories and practices in cross-border e-commerce, emerging technologies, and innovative teaching methods. By participating in these activities, teachers can continuously update their knowledge and improve their teaching abilities. Furthermore, institutions can establish incentive mechanisms to encourage teachers to engage in enterprise practice and research activities. For example, teachers can be rewarded for participating in enterprise projects or publishing research papers related to cross-border e-commerce. This motivates teachers to actively enhance their professional and teaching quality.

4. Conclusion

In the era of new productive forces, private higher education institutions need to adapt to the development trends of cross-border e-commerce and actively explore new models for talent development. By designing a reasonable course system, adopting innovative teaching methods, strengthening practical teaching, and developing high-quality faculty, private higher education institutions can cultivate high-quality cross-border e-commerce talents that meet the needs of industry development. This will provide strong support for the growth of China's cross-border e-commerce industry and contribute to the development of the digital economy.

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