Research on Talents Training Model of Innovative and Entrepreneurial Masters of International Business

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Abstract

With the development of economic globalization, China's demand for innovative and entrepreneurial masters of international business is increasing. The international business professional master training model based on innovation and entrepreneurship is an effective way to realize MIB application and elite talent training mode. Increasing the intensity of international business innovation and entrepreneurship high-end talent training is conducive to promoting exchanges between China and other countries and regions, and improving the openness of Chinese enterprises. However, China's international business professional master training is still in its infancy, and it still faces many problems. The cultivation of innovative and entrepreneurial talents lacks effective ways and successful experiences. Based on the current situation and existing problems of the training mode of master's degree talents in international business, this paper tries to find a way to cultivate the master's entrepreneurial talents of international business majors in China's current national conditions, so as to further improve the quality of master's training in international business.

Keywords: Innovative entrepreneurial talent; master of international business; talent training mode

1. INTRODUCTION

Faced with the opportunities and challenges of economic globalization, China has steadily promoted an open-ended economic strategy and achieved remarkable achievements. At present, China has become the world's second largest economy, the world's largest exporter and the second largest importer. It attracts foreign investment and foreign investment actively, and the level of international economic cooperation is deepening. Especially in the context of China's implementation of the “Belt and Road” strategy, China's trade potential with the surrounding areas has expanded and trade has increased. High-level international business talents, as the mainstay of participating in international economic and trade activities, are facing more urgent needs and higher requirements. At present, China urgently needs high-level, compound, innovative international talents who have a broad international vision and international strategic thinking, understand modern economic and business basic theories, possess international business knowledge and international business analysis skills, master international business skills, have a high level of foreign language and strong Cross-cultural communication ability, competent for international business operations and management in multinational corporations, foreign-related economic and trade departments, foreign-funded enterprises, government departments and social groups. However, the international business talent training model of colleges and universities does not match the social needs, resulting in a shortage of international business talents.

In China's postgraduate education, professional degree is an important form of education. Professional talents are more important than academic postgraduate students. The purpose is to cultivate a solid theoretical foundation and adapt to specific occupations or industries. The complex and applied high-level professionals needed for practical work. The Master of International Business is a professional master's degree established to meet the needs of economic globalization. In September 2011, China recruited the first batch of master's students majoring in international business, with the goal of “to adapt to the development of socialist market economy for international business. The urgent needs of specialized talents, improve the international business talent training system, innovate the international business talent training model, and improve the quality of international business talent training.” But the schools continue
to adjust the training program, compared with the reality, the international business professional master's talent training program is still. There is a certain lag and cannot be in line with the requirements of reality. The training goal of professional masters in China is to cultivate applied talents, and the specific performance of "application" is entrepreneurship. However, the cultivation of applied talents in China only stays on the expression of words, and often manifests in the process of actual implementation. The reason is due to the inheritance of traditional education and teaching mode in China; Chinese colleges and universities tend to pay more attention to academic links in the cultivation of talents, and most of them lack theoretical practice. Therefore, China lacks entrepreneurial talents. The international business major is developing late in China. There are very few masters of international business majors in China. In addition to the educational environment in China, there are few entrepreneurial talents in international business. In order to adapt to the development needs of China's "One Belt, One Road" construction, we must attach great importance to the cultivation of international business talents, innovative ways and methods of training, and export innovative and entrepreneurial talents needed for social development. Cultivating international business professional master's entrepreneurial talents not only needs to change the original old educational concepts in China, but also learn from foreign advanced education and teaching concepts and international business professional master training system, combined with China's actual national conditions and social and economic development. In the situation, find out the practical training path for the international business-oriented master's entrepreneurial talents.

This paper summarizes the training orientation of the innovative entrepreneurial international business professional masters, and analyzes the current status and problems of the international business professional master training model. From the perspective of teaching concept, "double tutor" teacher team construction and curriculum setting and teaching methods, Advising on the model of innovation and entrepreneurship for international business masters, in order to build a talent training model that suits China’s national conditions and can be integrated with the international community.
2. THE ORIENTATION AND SIGNIFICANCE OF INNOVATIVE AND ENTREPRENEURIAL INTERNATIONAL BUSINESS TALENTS TRAINING

2.1 Innovative and entrepreneurial international business talent positioning

In order to adapt to the trend of China's economic globalization and meet the needs of building an open economy in an all-round way, the transformation of China's higher education talent training goals has become a top priority. The target of MIB talent training is mainly international, applied and elite talents. The connotation of applied and elite talents is shown in Table 1. Cultivating innovative and entrepreneurial international business talents is in line with the application-oriented and elite positioning of MIB talent training.

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<th>Talent positioning</th>
<th>connotation</th>
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<tr>
<td>applied</td>
<td>(1) Develop international business strategy capabilities</td>
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<td></td>
<td>(2) International trade operations, management and control capabilities</td>
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<td></td>
<td>(3) International investment and financing operations, management and control capabilities</td>
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<td></td>
<td>(4) The ability of the company to operate, manage and control internationally</td>
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<td></td>
<td>(5) Intercultural communication, communication and business negotiation skills</td>
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<td></td>
<td>(6) International human resource management capabilities, etc</td>
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<tr>
<td>elite</td>
<td>(1) Have good business ethics, social responsibility and perseverance</td>
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<td></td>
<td>(2) Keen market insight and decision making</td>
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<td>(3) Entrepreneurial spirit with innovative thinking and entrepreneurial skills</td>
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<td></td>
<td>(4) Strong command, organization and coordination of leadership and leadership skills</td>
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<td>(5) Master the methods of international operation of the company, and provide first-class solutions for the international operation of the company</td>
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Modern and high-quality innovative and entrepreneurial international business talents should have five kinds of abilities: first, broad international vision, extensive knowledge and ability to develop international markets; second, proficient in international economic and trade knowledge, and have strong international communication skills and international Business operation ability, especially the ability to use more than one foreign language to conduct business activities; third, to understand international economic and trade laws and practices, and to have the ability to use laws to solve practical problems. Therefore, entrepreneurial and innovative international business talents not only need to master international business expertise, legal knowledge and foreign languages, but also have the ability to discover, analyze, solve problems and have good communication and decision-making skills, that is, practical ability, which is both the goal of cultivating business talents and the weakness of the current domestic and international business talent training model. It is urgent to explore and open a new model for international business talent training.

2.2 The significance of the cultivation of innovative and entrepreneurial international business talents

2.2.1 Helping to promote exchanges between China and other countries and regions

As the global economic integration continues to deepen, social development and the country's demand for internationalized professionals in international trade are increasing. Focusing on the cultivation of international business innovation and entrepreneurial talents will help promote trade and political exchanges between countries along the line and promote the sustainable development of China's social economy. Through the training of international business talents, training a group of high-skilled and high-quality international business talents is of great significance for strengthening the communication and communication between China and the countries along the line. Especially in the current complex and changing international environment, trade disputes and trade protection barriers are very unfavorable to China's economic and trade cooperation and political exchanges with countries along the line.
2.2.2 Helping companies to increase their openness

Through the innovation of international business talent training path, the optimal allocation of various resources can continuously improve the organizational management structure of Chinese enterprises, improve the management mode and thinking mode of enterprises, innovate the development level of enterprises, improve the utilization rate of various resources, and give full play to human values. To inject new blood into the enterprise, strengthen the pace of enterprise development, and to create more economic and social benefits for the enterprise, so as to achieve the purpose of improving the level of opening up of Chinese enterprises. Only by continuously increasing their own market competitiveness and comprehensive strength, fully analyze their market environment, understand and grasp the law of market development, and actively explore opportunities for cooperation with other countries, enterprises can maintain their place in an increasingly fierce society.

3. THE PRESENT SITUATION AND PROBLEMS OF THE CULTIVATION OF INNOVATIVE AND ENTREPRENEURIAL INTERNATIONAL BUSINESS TALENTS

3.1 The foundation of the international business talent training model is weak

There is a big gap between the number and quality of international business talents in China and actual demand. The outstanding performance is the shortage of high-level compound talents; the adaptability of transnational operations is seriously insufficient, lacking international vision; The innovation capacity of the new environment is seriously lacking. Judging from the enrollment situation, there are fewer colleges and universities that have the right to grant master's degrees in international business, and they cannot meet the needs of foreign-related enterprises and institutions for international business professionals. From the perspective of talent training specifications, the international business major originated from vocational and technical education, but its level is low, which cannot meet the needs of economic development for higher-level international business application-oriented innovative talents. The addition of higher education institutions to the training of international
business talents can enhance the level of international business talent training, and closely connect with the needs of international business talents in China's economic development. At present, the talent training mode of the master's degree in international business mainly adopts the school-enterprise joint training mode, implements the dual tutor system, and the curriculum covers economics and management. At the same time, it draws on the training mode of developed countries, emphasizing practicality and industry characteristics. However, in the actual teaching process, due to the weak foundation, it is often difficult to achieve practical teaching purposes.

3.2 The difference of training mode between MIB and the international trade is low

Foreign-related economics and management majors mainly include international trade and international business, but there are significant differences between the talent training objectives and standards. However, at present, in the postgraduate teaching, the distinction between the international business major and the international trade professional training model is relatively low.

Since the Ministry of Education has not established a national unified MIB curriculum system when setting up a master's degree in international business, most colleges set up course based on their own disciplinary advantages and previous international economic and trade teaching experience. The curriculum and teaching materials are basically in line with the international economy. There is lack a training model for the characteristics of innovative and entrepreneurial talents in international business. The result of this training program is that students can't carry out corresponding practice in the process of learning to improve their learning ability and innovative ability; make the quality of students single, become a customs broker who is not differentiated from international trade graduates. The supply of high-level international business talents is insufficient. Therefore, it is necessary to further clarify the differences in the training objectives and positioning of MIB and International Trade asters. According to the quality requirements of innovative and entrepreneurial international business talents, we should cultivate international business talents that are more in line with the needs of foreign-related enterprises and institutions in China.
3.3 Insufficient faculty for international business

At present, many international business professional teachers in China have transformed from international trade or business English. They have incomplete understanding of the inherent knowledge structure and ability of international business majors, lack of profound theoretical foundation, and lack of international business management. At the same time, the classic textbooks and case teaching resources in domestic and international business majors are scarce. The lack of teachers in the international business profession has directly led to the difficulty in improving the quality of practical teaching of international business professionals. It is largely limits the entrepreneurial innovation the establishment of the international business personnel training mode.

3.4 The teaching methods of international business major are backward and the training conditions are insufficient

Most of the students of the International Business Masters are from the school gate to the school gate. There is basically no international business work experience and practical experience. Although the MIB Teaching Commission of the Ministry of Education clearly stipulates that there must be half a year of internship, many schools also claim to implement the “double tutor system”. However, at present, counterparts internships, based on various factors such as cost and nurturing employment reserve talents, are mostly reluctant to accept postgraduate internships that are inexperienced but paid more than undergraduates; on the other hand, the lack of full-time instructors with profound international business theory and suitable part-time tutors for the international business community in the direction of student development has also caused many difficulties for students to learn and practice.
4. COUNTERMEASURES FOR CONSTRUCTING THE MODEL OF INNOVATIVE AND ENTREPRENEURIAL INTERNATIONAL BUSINESS TALENTS TRAINING

4.1 Establishing the educational concept of open education

The university should be an open system full of vitality and information can flow and exchange freely. International business is a cross-border, commercial economic activity. Therefore, the process of cultivating international business talents is open to the society forever. Through continuous learning and correction, it is recognized and accepted by the society, that is, a socialized process. To cultivate high-level applied business management talents, it is necessary to jump out of the frame and mode of academic talent training, build a more open education and teaching system. Open to the society and the world, make overall use of a variety of high-quality educational resources in schools and society, international and domestic, and form a collaborative education mechanism that closely integrates with industry and enterprises, integrates production and education, and schools and enterprises. Specifically, it is necessary to establish a complete set of institutional mechanisms for cooperating and training MIB talents, including talent selection mechanism, teacher evaluation and recruitment mechanism, training program, curriculum setting, adjustment and monitoring mechanism, practice base construction and teaching implementation mechanism. Management mechanisms for postgraduate training, management, and degree awarding.

In terms of international cooperation in the course, because the enterprises are competing with the world's large multinational companies on a platform, the international business talents hired by enterprises must at least learn the main courses of Western countries MIB, which requires introduction of foreign advanced courses to set up their own curriculum system, or jointly develop practical training materials with foreign universities, educational institutions, and even the human resources department of famous multinational corporations. In terms of student development, students must first develop an international perspective, and train in foreign universities, internationally renowned companies, or domestic and foreign companies. Even universities in underdeveloped areas of the inland areas must have this quality awareness and measures. Because of the “One Belt and One Road” construction and
implementation of the strategy of "opening to the west", multinational operations need MIB talents that are rooted in the local market and can open up international markets.

4.2 Create a true "double mentor" team

Without the joint training of the faculty members inside and outside the school, it is difficult to achieve the MIB career orientation and the training objectives of the compound talents, and even go to the dead end of the theoretical cultivation and the application of skills.

For the construction of the "double tutor" team, it is necessary to adopt the open-planning mode of "introduction and go out", relying on the selection of schools, and establishing an evaluation mechanism for motivating teachers to engage in professional degree graduate education. To further optimize the structure of the teaching staff through internal training. It is necessary to aim at the training objectives of applied business talents, and actively create conditions to arrange professional teachers in the school to carry out professional practice in relevant enterprises, so as to grow into a true "double tutor" teacher, and provide teaching guarantee for the application of talent training. At the same time, through a wide range of domestic and international academic exchange activities, we will effectively improve the quality of international business teachers in China and cultivate master teachers in the international business field.

Second, relying on "external introduction", through a certain mechanism, select and employ more experienced enterprise managers, economists, international business divisions, securities investment analysts, certified public accountants, asset appraisers, lawyers to build a "double tutor" teacher team. Establish an off-campus instructor's file and conduct regular assessments of off-campus teachers. At the same time, the establishment of internal and external mentors can take the initiative to keep an eye on market demand and industry standards, negotiate and formulate training plans, and work together to guide students' institutional mechanisms.
4.3 Pay attention to the construction of the curriculum system, innovative teaching and assessment methods

4.3.1 Adjust curriculum settings and accelerate the construction of MIB textbook

The curriculum system should be adapted to the needs of international business masters training standards, based on China's native, learn from foreign advanced experience, stand at the forefront of international curriculum construction, and gradually establish a curriculum system standard that suits the training of high-level talents in China's international business. Due to the rapid update of knowledge in international business practice, the teaching content also needs to be adjusted in real time. The curriculum of the Master of International Business is oriented to practical application, with the core of comprehensive quality training and application knowledge and ability improvement, and establishes a normal monitoring system. Through the feedback of practice links to detect the teaching effect of the course timely, adjust the course structure and reflect the actual needs of the industry timely.

4.3.2 Innovative teaching methods and assessment methods

The master's degree in international business should focus on the use of classroom discussion, case analysis, team learning, on-site research, simulation training, practical application and other methods to maximize the enthusiasm and initiative of students, strengthen the depth and breadth of teaching participation, and actively create a active and vivid teaching environment, truly combines knowledge and ability, theory and practice, professionalism and quality, and focuses on cultivating students' thinking ability and ability to analyze and solve problems. In the case teaching, we strive to achieve “one persistence, two emphasis, and three enhancements”, namely, insisting on the unity of theory and application, paying attention to the cultivation of learning methods, focusing on the improvement of comprehensive quality, strengthening the ability of theoretical thinking, interpreting policies and real problems. In terms of practical teaching, universities should vigorously strengthen cooperation with relevant industry enterprises, establish practice bases, and order-based training. Colleges and universities should establish a sound practice base and create conditions for
international trade training to avoid the uncertainty of internship activities and the instability of internship effects. With a high-quality practice teaching base, it is possible for students to fully integrate into the real international business environment and directly participate in the practical activities of the ports, customs, insurance, transportation, banking and foreign exchange management departments directly. It helps to increase hands-on opportunities, rapidly improve their hands-on ability, negotiation skills, and master the professional knowledge and business skills in marketing, import and export practice and form a comprehensive international business professional ability. The International Business Comprehensive Simulation Laboratory Project also helps to rapidly improve the application ability of training objectives, and develops this comprehensive. It guides students to set up the company as a simulation. Through a series of modules of teaching and training such as corporate structure management, corporate strategic management, international business research, business planning and public relations, business environment analysis, business contacts and negotiations, contract formation and implementation, macro and micro risk avoidance, coordination and handling of trade disputes to maximize the potential of students and stimulate students' sense of innovation.

In order to examine students' practical ability comprehensively, the graduation design of international business major should be innovative and adopting graduation thesis (design) to enhance practicality. Graduation design allows the use of theoretical research, international business case studies, international market research reports, business plans, project feasibility reports and many other methods. Through this diversified and practical assessment method, universities can examine the theory and skills of students' comprehensive application and skills of solve the practical problems of business management activities, and the innovative and practical value of graduation design. In addition to graduation design, universities evaluate students' practical ability by simulating corporate behavioral norms, performance appraisal methods and market evaluation in the process of student development. Using this assessment method, we can achieve a seamless link between university international business talent training and market demand.
5. CONCLUSION

With the development of economic globalization and the development of China's economy and society, the demand for entrepreneurial talents for international business majors is also growing. It requires China not only absorb the current teaching experience of foreign countries, but also combine the national conditions and social development conditions to find a practical and feasible international business professional master training model that suitable for China's national conditions. Only by finding a training model of MIB that is in line with China's national conditions, can we promote the training level of innovative and entrepreneurial talents in China's international business majors, and cultivate world-class international business professional masters and innovative entrepreneurial talents.

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