

Training of Innovative Applied Talents of International Trade Major —Based on OBE and Iceberg Model



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Abstract: Through the analysis and research of the Outcome-Based Education (OBE in short) and the Iceberg model, the quality components of the international trade professional applied talents are analyzed, and the training path of the international trade professional applied talents based on the OBE and the Iceberg model is constructed. Improve the individual quality of students, and then improve the quality of international trade professional applied talents training.

Keywords: OBE education concept; Iceberg model; applied talents; international trade major

1. Introduction

In recent years, with the constant changes in international trade relations, the economic ties between countries are also deepening, the international environment and China's domestic development situation have undergone significant changes. In this context, it is crucial to transform the development mode of foreign trade and promote the development of the trade economy. The new foreign trade environment has brought new challenges and opportunities to China's foreign trade industry, as well as unprecedented opportunities for the development of international trade majors in universities.

At present, the global economic structure is constantly changing and international relations are becoming increasingly complex. The complex foreign trade situation has accelerated the rapid transformation and development of the foreign trade industry. The demand for talents also tends to be more complex, innovative and high-level. On the one hand, there is a huge demand for cross-border e-commerce talents with a strong sense of

professionalism, responsibility, hard work, strong pressure resistance, ability to independently deal with the risk problems in business operations, and proficiency in new business models, such as cross-border e-commerce operations, which is difficult to meet. On the other hand, many students majoring in foreign trade in colleges and universities, cannot find a suitable job. The structural contradiction of foreign trade talents has prompted many colleges and universities to think about the shortage and lag of the current training mode of international trade professionals, and to actively explore the reform of talent training programs. Based on OBE and Iceberg model, this paper tries to make a positive discussion on the reform of training mode of applied talents in international trade specialty in colleges and university.

2. Concept of OBE and Iceberg model

OBE (Outcome-Based Education) education concept, also known as results-oriented, goal-oriented or demand-oriented, is a structural

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model of organization, implementation and evaluation of education based on students and professional ability, and an advanced education concept of 'reverse design' talent training program with ability as the goal (Kaliannan et al., 2012).

The Iceberg model was put forward by American psychologist McClelland in 1973 (McClelland et al., 1973). The model compares the individual quality of personnel to an iceberg, including explicit quality and implicit quality. Explicit quality is called 'the part above the iceberg', which usually includes basic knowledge and skills, easy to understand and measure, and easy to change and develop through external training; The recessive quality is called 'the part below the iceberg', which usually includes the internal part of people that is difficult to observe and measure, such as personal characteristics, motivation and values, but plays a key role in human behavior.

3. The importance of OBE concept and Iceberg model in the training of applied talents in international trade major

3.1 It is conducive to promoting the comprehensive quality of professional students

International trade is a very practical work. In the process of business operation, it is necessary to deal with the communication with people from many different industries including the customers, customs, competent commercial authorities, banks, insurance companies, freight forwarders, transport fleets. In addition to corresponding professional skills, its employees should also love their work, be cheerful, optimistic, and have a strong sense of professionalism, responsibility and team spirit and having good psychological quality and the ability to overcome difficulties and setbacks.

3.2 Promote the continuous optimization of the training mode of application-oriented talents for international trade majors in colleges and universities

Based on OBE's education concept and Iceberg model, we need to understand the career orientation

and job groups of graduates of international trade majors, and sort out the Iceberg model needed to complete the work tasks of the vocational and technical job groups. In view of the ever-increasing social and enterprise recruitment requirements, the author carried out extensive research in the Yangtze River Delta region, which is at the forefront of the development of export-oriented economy. Through the research, we learned that at present, the positions of foreign trade enterprises mainly include foreign trade salesperson, cross-border e-commerce specialist, documentary clerk, customs declarer, international freight forwarder, foreign trade clerk, department manager and other positions. So, most enterprises have an urgent demand for applied talents. The employers all hope that new employees can directly enter the business status and complete business operations independently after their employment. However, the enterprises consider that although many graduates have strong professional knowledge, they lack practical operation ability. While some graduates of vocational colleges have certain international trade operation skills, but their English communication ability, cross-border e-commerce, interpersonal communication ability are weak, and some continue learning ability is lacked. The gap between the quality training of professional talents in these colleges and universities and the market demand urges colleges and universities to re-examine their own education model, constantly optimize the talent training model, and promote the continuous and comprehensive improvement of the training level of international trade major.

4. Elements of the Iceberg model of applied talents in international trade

On the basis of extensive survey of enterprises in the foreign trade industry, the author sorts out the quality requirements of employers for international trade graduates, such as knowledge, ability and quality as follows:

(1) Knowledge : Including basic theories and knowledge of humanities and natural sciences such as humanities, mathematics, foreign languages,

sports, computer applications, etc; Basic theoretical knowledge of economics, management, financial accounting, etc; Knowledge of modern economic and trade theory, understanding of international economic theory and frontier and international trade development trend; International economic and trade policies and international trade rules and practices; Knowledge based on online and offline international marketing expertise; Basic knowledge of business English with listening, speaking, reading, writing and translating involved in daily and business activities as the main content; Professional knowledge related to international trade, such as customs clearance, consignment, insurance, claim and arbitration; General strategies and skills of foreign trade negotiation; Knowledge of the production, handling and use of foreign trade documents required for each foreign trade link; Knowledge of international exchange and settlement; Professional knowledge of the cost, expense and profit and loss accounting of import and export commodities; Basic knowledge of international exhibition and exhibition arrangement; Professional knowledge of visual marketing planning, image processing, data analysis, selection, etc; Professional knowledge in handling international cargo transportation business and customs clearance; Purchase operation, supply chain management, foreign trade documentary processing and other professional knowledge.

(2) Ability : Including business English listening, speaking, reading and writing skills; International marketing ability; Standardized operation ability of international trade business; Ability to produce, handle and review foreign trade documents; Strong

transaction risk prevention capability; Cross-border e-commerce operation capability; Business negotiation ability; Business reception, filing and handling of documents and materials, and communication, coordination and management ability; Enterprise management innovation ability; International exhibition capacity; Visual marketing planning and image processing ability; Data analysis and selection ability; International cargo transport business handling capacity; Implementation ability of import and export commodity inspection and customs clearance; Foreign trade documentary operation ability; Transaction dispute prevention and handling capacity.

(3) Literacy: Have a positive outlook on life and values, a complete personality, a strong sense of social responsibility, the courage to overcome difficulties and the spirit of hard work; To consciously obey disciplines and rules, be familiar with laws and regulations related to the discipline, and correctly understand the impact of the discipline on the objective world and society; having a strong sense of social responsibility and good professional ethics and norms, and having a sense of safety, environmental protection, cost and quality; having both innovative consciousness and entrepreneurial ability, good psychological quality and the ability to overcome difficulties and setbacks; having interpersonal communication, negotiation and communication, team cooperation ability with others, and the ability to play a role in the team; having an international vision and the initial ability of cross-cultural exchange, competition and cooperation.

Table 1 Elements of the Iceberg model for applied talents in international trade and the quality training curriculum

Quality Level	Content	Dominant/Recessive Quality	Main curriculum
Knowledge	Advanced mathematics, innovation; Basic knowledge of entrepreneurship education; The development status and trend of foreign trade industry;	Dominant quality	Introduction to international trade, Economics, Basic Accounting, College English, Advanced Mathematics, Probability and Mathematical Statistics, Computer

	International trade laws/regulations; Standardized operation process of international trade; Digital trade		Foundation, Innovative thinking and Entrepreneurship, Outline of Modern Chinese History, Employment Guidance, Sports, etc
Skill	Business English listening, speaking, Reading and writing ability; International market development ability based on online and offline, International trade business standard operation ability, Foreign trade document production, Processing and review ability, Cross-border e-commerce operation ability, Customs clearance operation implementation ability, Foreign trade documentary operation ability, Enterprise management innovation ability	Dominant quality	Economics, management, International business law, International business etiquette and negotiation skills, International trade practice, Cross-border e-commerce practice, International marketing, Business English listening and speaking, Foreign trade documentary practice, International freight forwarding practice, Customs clearance practice, Foreign trade business process virtual simulation training, Foreign trade document operation training, Business English/International marketing/Cross-border e-commerce/ Import and export business comprehensive training
	Transaction risk prevention ability, Disputing prevention and handling ability, Interpersonal communication ability; Having the ability of inquiry learning and lifelong learning and being able to adapt to the requirements of new technologies and new posts	Recessive quality	International exchange and settlement, Cross-cultural management and communication, Image technology processing
Role in social	General manager of foreign trade enterprises, Department managers of foreign trade enterprises, International business document, Foreign trade document, Customs declarers, Freight forwarders	Dominant quality	Foreign trade document practice, Cross-border e-commerce practice, Business English listening and speaking, Enterprise management and other import and export business comprehensive training, International marketing training,
Self-cognition	Optimistic, optimistic and confident; Have critical innovative thinking and entrepreneurial awareness; Those who have the desire to explore and learn can meet the	Recessive quality	College students' mental health, Career planning, employment guidance, entrepreneurship and innovation courses, Art and aesthetic education courses, Natural science and technology courses, Ideological and

	requirements of new technologies and new posts.		political courses
Quality	Integrity, honesty, good professional ethics, strong sense of responsibility, strong sense of teamwork; Rigorous working attitude; Strong ability of pressure resistance and psychological adjustment	Recessive quality	College students' mental health, entrepreneurship and production foundation, Career planning, Innovative thinking and innovative methods, Employment guidance
	High business etiquette	Dominant quality	Business etiquette and negotiation skills
Motivation	Interpersonal communication needs, Achievement needs, Self-realization needs	Recessive quality	Practical writing in the workplace, Cross-cultural management and communication, Speech eloquence

5. Training path of applied talents in international trade based on OBE and Iceberg model

5.1 Pay equal attention to diversity and innovate talent training mode

The university and college has to connect with the needs of enterprises in the industry, innovate the training mode of professional talents, build a multi-level enterprise practice system through the combination of moral education and technology, ‘dual engine’ education, integration of production and education, ‘dual’ education of schools and enterprises, and ‘linkage’ education of 1+X (skill certificate), and integrate the post skill points into the practical teaching curriculum system, from the shallow to the deep, and continue to progress, connect with the post group, and embed the innovation and entrepreneurship ability training and discipline competition. The guiders need to focus on gradually improving students' scientific research thinking and innovation ability, actively connecting teaching practice with national strategy and local industrial chain, and realize the linkage development of education and industry. The teachers will comprehensively improve the quality of talent training and build standards for application-oriented international trade professionals with Chinese characteristics.

5.2 Professional docking with posts and

reconstructing the curriculum system

The major education has to face the industrial chain of the integration of foreign trade in the region, refine the job group, and reconstruct the curriculum system of international trade specialty, so that students have not only the professional adaptability and job work ability, but also strong cross-job migration ability and adaptability to meet the needs of the post. Taking the integration of industry and education as an opportunity, the school and enterprise should jointly develop digital, online and intelligent teaching resources, establish intelligent, visual and dynamic professional ‘cloud resources’ to realize the resource sharing of teaching resources among disciplines, schools and enterprises, and create high-quality professional group teaching resources (Zhao, 2020).

The university and college have to comprehensively improve the quality of professional personnel training and be focus on creating professional development and mutual selection courses such as 《 Management, International Exchange and Settlement 》 and 《 Cross-cultural Management and Communication 》 . In particular, in the process of international trade, some experiences and contingency methods that are difficult to convey can only be experienced in the practical experience of the workplace environment with authenticity, progressiveness and complexity characteristics. They

are hidden qualities and part of the iceberg, It needs to be cultivated by offering some practical courses with more interpersonal communication, such as 《 Comprehensive Training of Import and Export Business 》 , 《 Practical Training of Customs Clearance Business 》 , and 《 Practical Training of International Marketing 》 (Tang et al., 2020).

5.3 Deepen the reform of ‘triple education’ and improve the quality of talent training

Students have to learn how to cooperate with leading enterprises in the industry to develop ‘Internet +’, ‘bilingual’ and ‘dual’ series of teaching materials, high-quality promote the business construction of deep integration of production and education, adhere to value leadership, focus on students, strengthen teaching mode innovation, and improve students' independent learning ability. Teachers have to actively promote the students to learn deep integration of modern information technology such as artificial intelligence and big data with professional groups, promote teaching reform, and enhance the vitality of classroom teaching (Ren , 2021).

5.4 Combining training and create a ‘coach type’ high-level teaching innovation team

The university and college have to strengthen the construction of teachers' ethics and conduct, and comprehensively standardize the school running behavior, cultivate patriotism, regularly organize teachers to participate in social practice and voluntary activities, and guide teachers to self-cultivation. Teachers should carry forward the noble ethics of teachers, publicize the typical ethics of teachers, actively shape the role model, and guide teachers to be strong believers, active communicators and model practitioners of the core socialist values. Through the combination of introduction and training, the construction of a cooperative community and the construction of a Chinese-foreign mixed teacher team, we will optimize the team structure and create the ‘coach type’ international teacher team with noble ethics, exquisite skills and high education level (Liu , 2015).

5.5 Integrating industry and education, systematic

constructing the professional practice platform

The teachers have to teach the students how to face the industrial chain of the integration of foreign trade in the region, focus on the integration of industry and education, plan the key construction orientation of the training base, improve and build the software and hardware of all kinds of bases at all levels, and build a three-level professional group practice platform of ‘basic sharing - integration of industry and education - innovative development (Wang, 2015).

Through the ‘in-school+off-campus’ mode, students have to learn how to strengthen the sharing and co-construction mechanism of professional groups, introduce enterprise standards, co-build and share with cooperative enterprises, expand the basic sharing training platform, including cross-border e-commerce operation training base, foreign trade document training center, international freight forwarder training center, new media marketing training center, and improve the professional training venue, create the entrepreneurship and innovation teacher and student studios and in-school practice base, cooperating with JD, Amazon, Alibaba and other leading enterprises in the industry to build a professional open training platform and teaching resource construction platform that integrates talent training, scientific and technological services, vocational training, achievement transformation, innovation and entrepreneurship, and dual-course resource construction. The curriculum design has to set up an industrial college with the leading enterprise in the industry, such as JD college. And build a ‘1+X’ training and assessment base to jointly cultivate application-oriented, compound, and the innovative high-level technical talents suitable for industrial development (Mei. 2021).

5.6 Concentrating on advantages to create unique projects and improve social service capacity and international influence

In view of the international characteristics of international trade professionals, colleges and universities should rely on the university's international exchange platform, give full play to the

advantages of the existing resources of cooperation in running schools, increase exchanges and visits with teachers and students of foreign friendly schools, and jointly hold international student projects, so as to expand the international vision of professionals and improve the technical innovation and social service capabilities of professional students.

6. Conclusion

It is very important for the school to cultivate application-oriented talents in international trade. This is the key to improve the employment rate of graduates, and plays a very important role in promoting the proportion of professional to job matching of graduates. For foreign trade enterprises, attracting more application-oriented talents with operational ability and the ability to overcome difficulties will improve the production and sales efficiency of enterprises and bring more benefits to enterprises. Enterprises will also have more backbone forces with both theoretical and practical capabilities that can be continuously cultivated. For students, they also have good operational ability, which can better integrate their knowledge and make more contributions to enterprises and society to realize their own value.

Based on the OBE and Iceberg model, it can be concluded that colleges and universities need to optimize the curriculum, promote the integration of industry and education, promote students to obtain more skills certificates, and cultivate more application-oriented talents. Colleges and universities can actively provide students with opportunities for practice and practical operation during their degree study, so that students can better realize the combination of theory and practice. At the same time, teachers should pay more attention to the cultivation of students' invisible quality, including self-cognition, good quality, self-fulfillment needs, etc. Let students have a more noble personality and rich emotions, and let students have better performance in dealing with work and life.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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