

Reflection on Cultivation and Assessment of Professional Ability of Logistics Management Majors in Higher Vocational Colleges

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Abstract. With the rapid development of logistics industry in China, the demand of related companies for logistics talents is increasing, which provides a good opportunity for logistics management majors to have a job after graduation easily. Therefore, in the perspective of the social and market demand of logistics talents, higher vocational colleges shall build employment-oriented education and teaching mode to cultivate students to possess the professional abilities, solid professional knowledge, good professional quality and proficient professional skills to be qualified for a logistics-related job in order to achieve the objective of cultivating talents in higher vocational colleges. This thesis, starting from analysis of the vocational abilities of logistics management majors in higher vocational colleges, discusses the cultivation strategy and assessment of students' vocational abilities.

The basic professional abilities of logistics management majors in higher vocational colleges

In view of current social demand for logistics talents, logistics management majors in higher vocational colleges should have the below professional abilities. One, the occupation ability. Occupation ability which mainly refers to the basic qualification for careers, positions and jobs related to logistics industry just applies to some special and professional positions such as logistics data management, transportation management, warehouse management and customer service management and so on. Two, the industry general ability. Industry general abilities which are not close connected with professional knowledge are inevitable skills to logistics talents in logistics industry. This kind of skills can help logistics talents adapt quickly to different positions in logistics industry. Industry general abilities include common skills such as foreign languages, computer applications, driver licenses, etc and vocational qualities such as dedication, hard-working and the ability to bear frustration and pressure. Three, the core professional ability. It refers to the ability for logistics talents to work in any positions in any industries, such as professional method ability—learning ability, the ability to solve problems utilizing optimized logistics technology, the ability to handle information and adaptability and professional social abilities—the ability of communication, coordination, interpersonal interaction, organization, planning, language competence and teamwork.

Cultivation strategies of professional abilities of logistics management majors in higher vocational colleges

To cultivate logistics management majors with the above professional abilities, higher vocational colleges should carry out the following strategies.

Innovative teaching modes

Modern logistics belongs to innovative industry and is formed by continuous integration and restructure, applying advanced computer technology to traditional transportation, warehouse and package industry. The appearance and development of logistics industry have close connection with many other industries such as commercial trade, finance and information technology and so on. Based on the premise that logistics management major in higher vocational colleges is the important place to cultivate modern logistics talents, the curriculum of this major should be blended in some

new courses like chain management, internet of things technology and logistics statistic which can help lay foundation for the cultivation of logistics with high-order skills. Speaking from the perspective of teaching, professional courses are prerequisite and foundation and the choice of teaching modes is more important. Therefore, teachers should take effective methods thoroughly combining the cultivation goals of logistics majors and the characteristics of this major. First, perfect the contents of curriculum. In classroom teaching, teachers should deepen students' understanding of logistics theory knowledge and logistics operation process and help them have a rough understanding of the future work, following the principle of fewer but better and enough. Then, utilize project-directed and tasks-oriented methods. Teachers should teach the new conceptions, new technology and development trend of logistics industry by the way of setting examples of projects and assigning tasks and making use of multimedia technology. The detailed steps are question arose according to the setting scene by teachers, learning tasks assigned, related documents prepared by students, practical operation, open discussion and summary and evaluation by teachers. This teaching method can train students' divergent thinking.

Strengthening practice teaching

The cultivation of vocational abilities of the majors is closely linked to practice teaching which is the only way to transform theory knowledge to practice. Only by constant practicing can students' comprehensive ability be improved well.

To set up school training base

Colleges can set up school training base to provide a place for the practice teaching of logistics management major, so the majors can have related professional training. For example, the laboratory of warehouse and distribution, logistics sand table and 3D studio, etc can be built in training base, based on which relevant practice teaching can be planned in order to improve students' practical operation capabilities.

To set up practicing base outside colleges

Setting up practicing base outside colleges will create good condition for practice and let students go to practicing base as workers which can stimulate their participation.

To integrate contents of teaching materials

Seen from current actually situations, textbooks of logistics management major in higher vocational colleges in China are relatively lagged behind and with out-dated contents, which cannot meet the needs of talents with the rapid development of modern logistics industry. It's necessary to update the textbook contents. Teaching materials are not only required to strengthen the cohesion with vocational qualification certificate, but also to develop the contents cooperating with enterprises for current position demands so as to improve the pertinence and practicability of teaching materials.

Changing the traditional evaluation model

Influenced and restricted by many factors, the domestic evaluation model in higher vocational colleges is hard to change. The traditional model is mostly in form of paper examination and the test contents are theoretical issues, which cause the homogeneity of trained talents and hardly conducive to innovative versatile talents. Relevant documents point out that education in higher vocational colleges should pay attention to the combination of theory and practice and the combination of campus examination and enterprise practice evaluation, and the education should adequately reveal the consistency of campus study and vocational work, so the traditional examination model should be reformed. Specifically, it should take the priority of cultivation of students' abilities and make appraisal and evaluation scope according to the professional characteristics and the actual situation of curriculum. For example, the assessment key point of warehouse management which is related to the examination of logistics professor assistant qualification certificate lies in the scores of simulated operation; the appraisal of logistics information management can be set in the form of competition of simulated operation by groups. Under the background of quality-oriented education, assessment is not the final purpose of education but only a means to test students learning performance. Especially for the students in higher vocational colleges, it is more meaningful of evaluation which focuses on students' vocational skills.

Doing employment service guidance well

The relevant statics data show that the number of graduates in 2013 is close to 7 million. So many people flowing into society must add the burden of employment. Therefore, the system of employment service should be improved to put employment service into effect, as well as improve students' professional abilities.

Providing guidance entirely

Higher vocational colleges should actively change the traditional conceptions of employment, get rid of inappropriate concepts and make full use of existing resources to organize mutual-choice symposium, job fair and so on in order to rich the contents of employment service. Meanwhile, teachers, headteachers and counselors from all majors should actively participate in and provide advice for students in the form of entire tracking guidance and help them set up right employment attitude.

Strengthening system construction

In the current new situation, higher vocational colleges should strict to the employment-oriented concept, take the system of leadership being responsible for employment work and evaluate the effect of the work by quantitative check. At the same time, the college party should raise the working enthusiasm of related staff of various departments to promote the employment work. In addition, to perfect the mechanism of rewards and punishments according to the individual working performance during the employment work can ensure the quality of employment service.

Planning career schedule well

It shall begin one year after the students entering colleges. To stimulate students to follow their plans by the method of objectives management is to help them achieve their self-valuation. Besides, the job marketing shall give a relatively accurate position so as to realize better connection between employers and students.

Implementation of evaluation of professional abilities of logistics management majors in higher vocational colleges

The construction principles of system of evaluation indicators

The integrity and scientific is directly influencing the credibility and authority of evaluation of the professional abilities of logistics management majors. The construction of the system of evaluation indicators should always adhere to the combination of theoretical guidance and practical appliance and follow the below principles. The first one is the principle of reality. It means that the selection of evaluation indicators should conform with the development of logistics industry and the demand of companies for logistics talents' professional abilities. It cannot be consumed without foundation. The second one is the principle of simplification. It refers that the selected assessment indicators should have representativeness, which are able to describe the characteristics of the objections comprehensively and objectively. The third one is the guiding principle. So to speak, the assessment indicators will help students get to know the requirements of logistics talents vocational professional abilities and let them clarify their own direction of future positions. The forth one is the principle of independence. The frame of the system of assessment indicators should be clear, reasonable and is easy to be appraised comprehensively. At the same time, each indicator should be independent and have no connection with others. The fifth one is the principle of operability. The assessment indicators selected shall reflect the real professional abilities of students and can be measured by quantity.

The construction of the system of assessment indicators of students' professional abilities

Based on the above contents about the professional abilities of logistics management majors in higher vocational colleges, the system of indicators can be divided into four stages utilizing analytic hierarchy process: the stage of objectives, the stage of system, the stage of elements and the stage of indicators. In the system of assessment indicators, the stage of indicators is used for reflecting the stage of elements, and the stage is used for reflecting the stage of system which is used for reflecting the stage of objectives. And the stage of objectives still can be divided into three system levels: specific vocational ability, industry general ability and core professional ability. Here are the details.

The system level of specific vocational ability

This system level includes four elements:①job skills of warehousing including in and out of warehouse operation, warehouse management, warehouse equipment management and products safety storage, etc ②job skills of transporting including organization of transportation process, goods collection and transportation vehicle schedule, etc.③job skills of logistics information management including usage of software of logistics system and system maintenance, etc.④job skills of customer service including developing and keeping customers and dealing with the complains and claims etc.

The system level of industry general ability

This system level includes two elements:①normal skills of logistics major including the ability to operate the logistic software, the knowledge of law and rules of logistics, the ability of professional foreign language and driver license, etc.②the skills to suit for vocations including ability of execution, the abilities to bear pressure, responsibility and hard working, etc.

The system level of core professional ability

This system level includes two elements:①the ability of vocational methods including the ability to process information and self-study, etc.②vocational social ability including the ability of cooperation, innovation, solving problems and communication, etc.

The detailed process of evaluation of students; professional abilities

After the construction of the system of evaluation system of logistics management majors' professional abilities, the evaluation should be carried out from the below several aspects combined with the current goals of cultivation logistics management talents in higher vocational colleges.

To make sure the main content of evaluation

The evaluation committee which will be independent to the education institution of higher vocational colleges and initiatively accept to be controlled by governments and logistics associations so as that the authority of the results of evaluation can be assured should be set up. The members of the evaluation of students' professional abilities are the professors in logistics industry, logistics practice, logistics education and some excellent graduates. The committee will be in charge of laying down standards, contents, period, methods and so on of the evaluation and well implement the whole work related to evaluation.

To set up the evaluation standard

On the basis of the careful analysis and study on positions of logistics industry, the evaluation committee analyzes the different units of vocational ability needed by different positions one by one, then make up the unified evaluation standard of logistics management majors' professional abilities according to the unit of needed vocational ability.

To adopt various methods to evaluate

First, the students' professional abilities should be assessed comprehensively during the process of completing the working tasks, combining the evaluation projects with actual logistics working tasks. The evaluation can by the way of overall scene simulation, working reports, the written and oral examinations, etc. Second, the final results of evaluation is worked out by analytic hierarchy process after the confirmation of the score of each indicator according to the whole evaluation indicators.

To give certificate

If the scores of each indicator of logistics management majors are higher than the minimized standard set up by the evaluation committee, the committee shall give the certificate to the students to prove their logistics professional abilities.

Conclusion

In the new situation, higher vocational colleges shall emphasize on cultivating students with logistics professional abilities for jobs through building employment-oriented education model and innovative teaching mode, strengthening practical teaching, reforming traditional evaluation mode and carrying out employment service to provide guidance well. Meanwhile, higher vocational

colleges shall construct mature system of evaluation of students' professional abilities to supply the reference to the completion of teaching mode of the education of logistics management major in order to achieve the goal of cultivation of logistics talents.

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