

Research on the Collaborative Training Mechanism and Curriculum System Reform of Logistics Management Talents

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Abstract—The paper puts forward the concrete contents of the establishment of cooperative training mechanism and the reform of the curriculum system. Through literature analysis, investigation, research and extraction, this paper further explains the current logistics management talent production and teaching coordination, the cooperation of two teachers and the cooperative training mechanism of school and research. The research results show that we should strengthen the reform of demand-oriented talent training program, introduce enterprises into education, and give full play to the role of the professional construction steering committee. The conclusion of the research on the cooperative training mechanism of logistics management talents and the reform of the curriculum system is of theoretical and practical value.

Keywords—*Logistics Management; Cooperative Training Mechanism; Curriculum Revolution; Practice Teaching*

I. INTRODUCTION

According to statistics, in 2016, there were more than 50 million employees in the logistics industry in China, and about 200 million people were employed by logistics practitioners. In 2018, China's cross-border e-commerce transactions exceeded RMB 9 trillion, and it is expected to exceed RMB 10 trillion by the end of 2019. In recent years, new challenges have been placed on logistics management professionals in the context of a new era, new economy and it is necessary to know how to adapt to the new concept and training mode of logistics management education. Therefore, the reform exploration of the collaborative management mechanism and curriculum system of physical management talents has guiding significance in theory and practice.

II. LITERATURE REVIEW

In terms of talent training mode, in order to make the logistics professional students of colleges and universities more in line with social needs, Zhang Hui (2015) put forward the teaching reform theory based on the professional ability for

the supply chain management course in logistics management [1]. Yu Huaping (2016) has positioned the talent training objectives of logistics management majors in colleges and universities [2]. Chen Baodan (2017) evaluated the work of "Logistics Practice Teaching" and affirmed its importance in logistics practice teaching [3].

Hu Liyan (2017) put forward the teaching mode of logistics management major based on the perspective of school-enterprise collaboration [4]. Wang Jinting (2018) puts forward the overall design ideas of the application-oriented talent training model, and promotes the application-oriented talent training mode of school-enterprise collaborative innovation [5]. Li Hong (2019) put forward the principles of talent development plan formulation from the aspects of innovation, entrepreneurship and talent cultivation based on the perspective of the integration of production and education [6].

Judging from the pre-documents of a large number of scholars, the research on the talent training mode of logistics management has been carried out to different extents, but how to establish a mechanism for collaborative training around logistics management professionals, the training objectives, knowledge and the specific content of curriculum reforms have yet to be improved.

III. THE ESTABLISHMENT OF A COLLABORATIVE TRAINING MECHANISM FOR LOGISTICS MANAGEMENT TALENTS

A. Cooperation mechanism of production and education

In combination with the different training specifications of research, application and vocational skill talents in logistics management specialty of colleges and universities, the establishment of a classification training system for research-oriented talents, applied and vocational skills in higher education, especially the training of applied-oriented talents for professional education scale and quality. Integrate the craftsmanship cultivation method into the basic course of undergraduate education, improve the production, interdisciplinary, and characteristic practice experience courses,

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and carry out “big country artisans into classroom activities” around logistics bases, logistics parks and logistics industries. Promote high-level universities to strengthen the training of innovative and entrepreneurial talents in logistics management, and integrate the objectives and specifications of industrial development, industry organization, higher education and higher vocational education classification for students. Provide a variety of growth paths.

B. Double-teacher coordination mechanism

From the perspective of applied and vocational skill talents, the key to the quality of logistics professionals is the construction of the “double-teacher” faculty, especially the school-enterprise synergy to create a faculty. In combination with the actual situation of the enterprise, encourage enterprise technology and management talents to directly enter the professional classroom of colleges and universities, or directly hand over the main courses of logistics, which are practical, operational and applicable, to the technical and management backbone of the enterprise. Colleges and universities can establish special positions for professional courses, encourage colleges and universities to hire part-time teachers according to the law, and focus on establishing application-oriented, vocational-skilled universities and large and medium-sized enterprises to build a stable “double-type” teacher training base. To promote the on-the-job teachers in colleges and universities to practice on a regular or irregular basis to ensure effective coordination between corporate tutors and full-time teachers.

C. Collaborative mechanism of school research

The logistics management majors of higher undergraduate colleges mainly include three types of training specifications: research, applied research and applied technology. In the context of the construction of dual-class disciplines at the national and local levels, the training of logistics management

talents must focus on the research projects of national and regional R&D centers, and through the synergy and cooperation of scientific research projects, effectively support and lead the role, further improve the university and The R&D center or the regional research backbone unit establishes a long-term stable “project-school-classroom-student” docking mechanism. Focus on scientific research projects and logistics talent training in the industrial chain, especially closely combined with agricultural product logistics, intelligent manufacturing logistics, chemical logistics and transportation logistics, cross-border e-commerce logistics and other strategic emerging industries. With the help of “Internet + Logistics”, we will jointly create a new era of logistics information flow.

IV. DIFFERENTIATED LOGISTICS MANAGEMENT TRAINING OBJECTIVES, KNOWLEDGE AND ABILITY AND CURRICULUM SYSTEM REFORM

In combination with the national level, the types of personnel training for the classification and development of colleges and universities are divided into three types: research, application and vocational skills. It is necessary to consider the development of higher education institutions to develop logistics management majors, but also to adapt to the different levels of university positioning development, to do everything possible, focus on connotation development, optimize discipline professional structure, and promote colleges and universities to serve national strategies at different levels and fields. For example, as of April 2019, China signed 173 “One Belt, One Road” cooperation documents with 125 countries and 29 international organizations. Therefore, the research objectives of differentiated logistics management should be proposed for the three types of research, application and vocational skills, and the reform of knowledge, ability and curriculum system should be strengthened. The corresponding proposals are proposed as shown in Table I below.

TABLE I. DIFFERENTIATED LOGISTICS MANAGEMENT COLLABORATIVE TRAINING REFORM

Training type	Training objectives	Knowledge and ability cultivation
Research type	Have an international perspective and master the knowledge of supply chain and logistics management frontier knowledge	Can adapt to the needs of logistics management quantitative, qualitative research and logistics information development
Application Type	Application-oriented talents engaged in logistics system optimization and operation	Familiar with supply chain logistics system planning, logistics business operations and organization management
Professional skill type	Technical talents engaged in logistics business operations	Familiar with supply chain logistics system operation rules and logistics business operations

TABLE II. STRATEGIC MATRIX OF LOGISTICS MANAGEMENT PROFESSION AND TALENT TYPE

	Functional talent	Innovative talent
Validity major	synergy	asynergy
Reactivity major	asynergy	synergy

V. COUNTERMEASURES AND RECOMMENDATIONS

A. Strengthening the reform of demand-oriented talent training programs and encouraging “introducing enterprises into education”

The reform of the logistics management professional training program should be demand-oriented, focusing on the urgent need for the national and local economic development

and the logistics talent structure needed., pays attention to the research and forecast of the demand for logistics talents in various industries, the evaluation criteria of the employer's professional ability, and the market supply and demand relationship, employment quality and core competitiveness. Exploring the reform talent training program, especially to adapt to the new round of industrial revolution and the scientific and technological revolution to promote the cross-integration of disciplines. At the same time, it actively guides enterprises to deeply integrate the reform of education and teaching in colleges and universities, and participates in school professional construction planning in various aspects, talent training program formulation, curriculum setting, teaching content design, and practice training base construction,

promoting the needs of enterprises to integrate all aspects of logistics personnel training.

B. Giving full play to the role of the professional construction steering committee

Establish and improve the work system of the professional construction steering committee of the secondary teaching institutions of higher education institutions, and encourage the introduction of professional construction work involving industry enterprises, schools and schools, research institutes, and social organizations, and give full play to the professional construction steering committee. The role, give full play to the initiative and research institutions, effectively study and think about the construction of the profession, develop the professional construction team, interdisciplinary, cross-border teaching activities. Make sure that the students are trained in line with the needs of the employer; it pays attention to the relationship between the theory teaching and the practical teaching, eliminates the phenomenon of heavy theoretical teaching and light practical teaching, and collaboratively designs the practical curriculum of the logistics management profession to improve the proportion of training and experimental courses.

C. Vigorously promoting the reform of the cooperative education of production and education

Due to the strong comprehensive, cross-cutting, systematic, industrial and applied nature of logistics disciplines, aiming at the orientation of higher education institutions at different levels, focusing on the training objectives of logistics management, improve the proportion of applied and vocational skills vigorously. Efforts will be made to promote the cooperation of applied undergraduate colleges, higher vocational colleges, enterprise alliance members, industry organizations and logistics parks, form a logistics management talent training alliance, and select and cooperate with the members of the alliance. Cooperative projects can adopt project and project accounting system, following the laws of the market economy, can follow the principle of "who invests

and who benefits". Establish the collaborative work mechanism between the alliance members, funds, teacher faculty and services, give full play to the decisive role of the market in resource allocation, and realize the universities to start the logistics management profession in the supply and industrial chain of the industry, and realize the reform model of all-round education and education.

VI. CONCLUSION

The article proposes the collaborative management of logistics management talents, paying more attention to the five-in-one collaborative operation and coordinated management of the government, schools, enterprises, scientific research, and employers. The reform of the curriculum system must focus on social and economic development, timely update the teaching content, textbook system and teaching methods, and promote professional construction and industrial development.

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