

Training Mode of Logistics Professionals in Secondary Vocational Schools Based on School Enterprise Cooperation

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ABSTRACT

Taking secondary vocational education as the starting point, this paper explore the school enterprise cooperation under the logistics professional training mode, expounds the personnel training mode and its related training objectives, educating contents, teaching means and assessment mechanism, investigates the current situation of logistics personnel training in secondary vocational schools and the existing problems and their causes, and puts forward four modes of logistics personnel training and "five docking". From the aspects of enterprise participation, curriculum matching, social fit, and student motivation, as well as the construction of training base and other aspects of personnel training mode, the paper puts forward some suggestions, aiming to fill the gap of logistics professionals in the market, provide a strong team for the construction of logistics business, and promote the development and progress of logistics industry.

Keywords: *School enterprise cooperation, Logistics professionals, Secondary vocational schools, Talent training mode.*

1. INTRODUCTION

With the support of our country to logistics industry, more and more students choose logistics major. A considerable number of students have entered the logistics major of secondary vocational education schools, which will become an indispensable human force in the logistics industry in the future [1]. In order to fill the market logistics professional talent gap, enterprises strengthen the contact with the secondary school, from the practical point of view for the school's personnel training requirements [2]. The school fully considers the requirements of enterprises in the development of training system and curriculum design to meet the employment needs of secondary vocational students [3].

2. THE TRAINING MODE OF LOGISTICS PROFESSIONALS IN SECONDARY VOCATIONAL SCHOOLS

Talent training mode refers to the established policies and methods to cultivate relevant talents who can meet the market demand through the development

of targeted training plan under the relatively stable training mechanism and comprehensive consideration of various practical conditions [4]. Personnel training mode involves training objectives, training specifications, training methods and other basic contents [5].

2.1. Objectives of Personnel Training In Secondary Vocational Schools

According to the school running orientation of secondary vocational schools, the talent training goal of logistics major in secondary vocational schools means the cultivation of practical talents with solid theoretical knowledge and strong practical skills [6]. Specifically speaking, students majoring in logistics should master the basic knowledge of management, economics, computer and modern logistics management knowledge, plan, organize, coordinate and supervise the logistics activities, reduce the logistics cost to the minimum range, so as to improve the economic benefits of enterprises [7]. They should be able to engage in logistics operation and logistics in economic management departments, large and medium-sized

enterprises and other institutions system design and so on.

2.2. Contents of Personnel Training in Secondary Vocational Schools

Logistics service and management is a comprehensive and practical subject, which requires students to master knowledge and ability [8-10]. In accordance with the employment direction of logistics professionals and the recruitment requirements of the market, the content of talent training mode should focus on the actual work and the future market demand. Taking logistics information management as an example, students need to be proficient in using logistics management software, such as RFID identification technology, barcode technology, POS system; taking another example of transportation management, students need to plan logistics transportation routes, such as using balance method and specific gravity method to calculate transportation planning indicators, etc.

2.3. Means of Personnel Training in Secondary Vocational Schools

Any science is the combination of theory and practice, so is the discipline, including logistics [11]. The means of talent training mode is divided into two parts: not only to let students master the relevant theoretical knowledge, but also to train them to get the relevant practical skills. In the process of learning theoretical knowledge, the school should strengthen the communication with enterprises, plan and design core courses with the help of enterprises, such as logistics marketing courses, warehouse management courses, etc. The school also cooperates with enterprises in practical training, using logistics equipment and places of enterprises for students to carry out practical training. For example, the training of transportation vehicle scheduling and transportation management system in transportation practices training. The combination of theory and practice can cultivate logistics talents with strong professional skills, not bookworms who can only talk on paper.

2.4. Assessment Mechanism of Talent Training in Secondary Vocational Schools

The mastery of theoretical knowledge and the proficiency of practical skills of logistics major students need to be measured by systematic assessment indicators [12]. It should be started from the actual needs of logistics major and formulate a systematic assessment mechanism. The estimating index of theoretical knowledge can be evaluated in the form of classroom questions and answers, classroom quizzes, written examinations and thesis writing. As for the assessment methods of practical skills, colleges and

universities can adopt the method of simulating practical exercises to value the proficiency of skills, so that teachers and employees of enterprises can score together [13]. In addition, it is necessary for logistics students to obtain corresponding professional certificates through special training, such as logistics professional qualification certificate, logistics personnel, warehouse keeper, special equipment operation certificate (N2) and other professional qualifications.

3. THE CURRENT SITUATION OF THE TRAINING MODE OF LOGISTICS PROFESSIONALS IN SECONDARY VOCATIONAL SCHOOLS UNDER THE SCHOOL ENTERPRISE COOPERATION

Under the background and requirements of talent cultivation, schools and enterprises hope to cultivate qualified professionals with reasonable talent training mode [14]. However, the effectiveness of the plan can only be determined through the analysis of relevant feedback information [15]. In order to understand the current situation of training logistics professionals in secondary vocational schools and objectively evaluate the effect of the training mode of logistics professionals in secondary vocational schools based on school enterprise cooperation, this paper investigates and analyzes the current situation of logistics professionals in secondary vocational schools by means of observation, interview and literature.

3.1. For Enterprise: a Large Talent Gap but Without Suitable Professional Fill in

From the current situation, there is a large talent gap in the logistics industry. First, more and more logistics industry start-up companies have a great demand for talents. Second, there are few high-tech blue collar workers in the logistics industry. Technical blue collar refers to the excellent talents who can manage the franchise network, plan the transportation route and manage the assembly line. However, at present, most of the students trained by logistics major in secondary vocational schools do not have strong practical ability and are not competent for high-tech logistics work. In this case, the enterprise cannot cultivate excellent practical talents in a short time, and cannot recruit suitable professional talents.

3.2. For Student: Difficult to Find Jobs for Their Majors

Key undergraduate universities, ordinary undergraduate colleges, higher vocational schools and secondary vocational schools have set up logistics management major. Analyzing from the current employment situation, it is clear that large and

medium-sized logistics enterprises prefer the undergraduate or master graduates of key and ordinary undergraduate colleges, followed by higher vocational and secondary vocational graduates. In addition, due to the lack of solid theoretical knowledge and strong practical skills, secondary vocational and technical school logistics graduates are not competitive enough in the employment market, and it is difficult to find a suitable job. Coupled with the lack of work experience, most students can only find jobs with low technical difficulty and low salary. Some students have to find a job that has nothing to do with logistics major, such as sales.

3.3. Strong Support by the Government but Poor Evaluation by the Public

The development of E-commerce makes the logistics industry more and more prosperous. The government has issued supporting policies for the logistics industry, such as reducing the entry threshold, protecting the legitimate rights and interests of the logistics industry employees, and strengthening the vocational skills training of the logistics industry. Recognizing the needs of the industry development, higher vocational and secondary vocational schools have set up logistics major. However, due to the difficulties in employment, the unsatisfied salary and the low social recognition of logistics major, the social evaluation of logistics major is poor, and parents do not agree with their children's choosing the major of logistics management.

3.4. Problems in the Logistics Professionals Training Mode in Secondary Vocational Schools

The work related to logistics specialty has the characteristics of strong practicality and wide application range, which requires relevant logistics talents not only to master fruitful theoretical knowledge, but also to have one or more skills. But through the actual investigation of the logistics professional training mode, it is found that the existing talent training mode did not play the expected effect, and there are some problems indeed, mainly as follows.

3.4.1. Enterprises lack initiative and sense of responsibility

Under the school enterprise cooperation, there are two key subjects in the training of logistics professionals in secondary vocational schools: schools and enterprises. The main work of the school is to make full use of the personnel requirements of enterprises, formulate training objectives, training contents and training routes, impart theoretical knowledge related to logistics major to students, and cultivate relevant

practical skills. The task of enterprises is to assist in the formulation of talent training mode. It is better for enterprises to participate in the whole process of talent training mode formulation, and discuss with the school: which theoretical courses should be determined; which unnecessary courses should be removed; how to establish simulation training room; what evaluation indicators should be included in the assessment system. However, many enterprises did not take the initiative to participate in the formulation of the plan. Some enterprises refuse to open relevant places for students to practice. In this case, it is not difficult to understand that the graduates of secondary vocational logistics major cannot find a professional counterpart.

3.4.2. The school lacks specialized and highly matching courses

Logistics management major in secondary vocational schools should determine the corresponding courses and training projects according to the actual needs of employers, so that students can apply what they have learned. However, some secondary vocational schools did not take into account the learning foundation and employment direction of secondary vocational students, and mistakenly positioned the employment direction of logistics major students, and completely copied the curriculum design of undergraduate logistics major. For example, undergraduate colleges and universities require students majoring in logistics management to master foreign languages and understand the development and trends of foreign logistics industry. However, the training goal of logistics management specialty in secondary vocational schools should be to cultivate professional talents with strong practical skills, e.g., deftly use POS system. The requirements are definitely different.

3.4.3. The quality of students majoring in logistics is not high

The main object of secondary vocational school enrollment is junior high school graduates. The educational system is generally three years. The students who enter the secondary vocational school are mainly divided into three categories: the first is forced to accept the parents' request and passively enter the secondary vocational school to study; the second is that the students are too young to participate in work, so they can go to work directly after studying in the school for a few years; the third is that they fail to get into high school or higher education, but have their own life planning and actively enter the secondary school vocational schools learn a skill. Compared with the former two types of students who are not hard-working, the last group of students study for the future and are usually very hard. Generally speaking, students in secondary vocational schools are lack of learning

motivation, strong professional ability and clear career goals.

3.4.4. There is a gap between the employment demand of students and the employment demand of enterprises

Most of the students of logistics major in secondary vocational schools are engaged in the work with low difficulty and tedious within three years after graduation, and their working pay is relatively low. Some students are lack of objective and accurate understanding of logistics work and blindly ask for a job with high salary. In addition, the theoretical knowledge and practical skills learned by logistics major students in school cannot be well used in practical work. They need to learn while working, which virtually increases the employment cost of enterprises, and the salary given by the enterprise, will then not be too high. In this case, there is a certain gap between the employment needs of students and the employment requirements of employers, which increases the probability of students' job hopping or job transfer, and further weakens the effect of talent training mode.

4. FOUR MODES OF LOGISTICS PERSONNEL TRAINING AND "FIVE DOCKING"

4.1. Four Basic Modes of Logistics Personnel Training

There are four modes of logistics personnel training: skilled logistics talent training mode, dual track logistics talent training mode, pallet logistics talent training mode and four in one low-carbon logistics talent training mode.

4.1.1. Training mode of skilled talents

Skilled talents refer to the professionals who master the professional knowledge and technology and have certain operation skills in the production and service fields. For logistics companies, a large number of skilled logistics talents who can complete basic operation and basic management are urgently needed. The logistics training laboratory can be established in the school, so that students can practice the corresponding logistics business in the simulation environment, and then enter the enterprise post practice to further improve the students' social practice level and post practical skills.

4.1.2. "Double track system" talent training mode

"Double track system" training mode is a new organization form of school enterprise cooperation,

which is based on the win-win cooperation between schools and enterprises, and is a new organization form of school enterprise cooperation. First, classroom teaching is carried out to enable students to master theoretical knowledge; then, students are arranged to practice in enterprises to master practical skills; finally, they are returned to the classroom to deepen knowledge and expand skills. After continuous circulation, the dual track training idea of "theoretical study, consolidation and innovation + enterprise actual combat, skill development" is gradually formed.

4.1.3. "Tray type" talent training mode

Pallet with standardization as its basic feature is an efficient container, which can effectively solve the problems of low efficiency and high cost of logistics system. With reference to the concept of logistics palletization, secondary vocational schools can rely on large-scale logistics enterprises at home and abroad to formulate curriculum system standards with logistics business process as the main line and professional posts as the guidance, so as to create domestic and international sharing compound logistics talents that can match the logistics posts of enterprises, so as to improve the efficiency of personnel training.

4.1.4. "Four in one" low carbon logistics talent training mode

The construction of low-carbon logistics with the essence of "low energy consumption, low pollution and low emission" requires specialized logistics talents. The "four in one" talent training mode is to combine the "government", "education base", "certification body" and "enterprise" with each other, and cultivate new low-carbon logistics talents to meet the requirements of the times by making use of the interaction and function of the four.

4.2. "Five Docking" Logistics Talent Training Modes

The basic content of "five-docking" is shown in figure 1. It is based on the concept of win-win cooperation between schools and enterprises, aiming to improve the employability of secondary vocational school graduates.

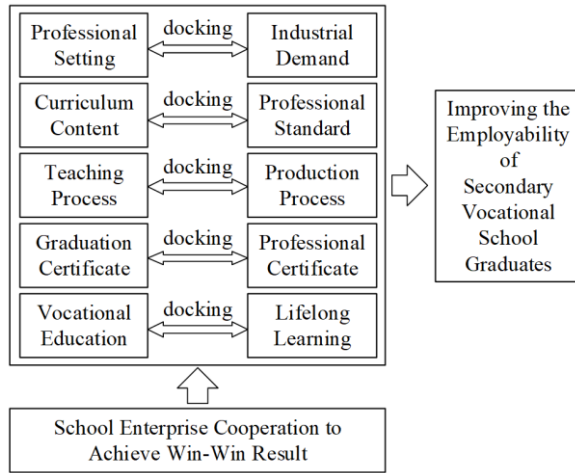


Figure 1. "five docking" in logistics talent training

5. THE TRAINING OF LOGISTICS PROFESSIONALS IN SECONDARY VOCATIONAL SCHOOLS UNDER THE SCHOOL ENTERPRISE COOPERATION

In order to meet the needs of enterprises and solve a series of problems, such as the difficulty of enrollment and employment of logistics major students in secondary vocational schools, the schools should jointly develop talent training mode with enterprises, and make personnel training keep up with the pace of the market through the innovation of education and teaching.

5.1. Mobilize Enterprises to Actively Participate in the Formulation of Talent Training Mode

The key point of talent training is the demand of enterprises. If the enterprise cannot actively participate in the process of the talent training model, the model formulated by the school itself based on the past experience cannot meet the demands of the enterprise. Therefore, the school should communicate with enterprises more and let them actively get into the talent training mode establishment. We may learn from the experience of cooperative education in America, enterprises can sign agreements with schools to identify the number and requirements of graduates. In addition, for example, we should get the experience from the British apprenticeship mode, cooperate with enterprises and set up business classes, simultaneous interpreting knowledge and skills by professionals and teachers.

5.2. Develop Professional Courses with High Matching Degree, and Improve the Fit Degree of Students and Society

With the rapid development of market requirements, the demand for talents in logistics industry is also changing. Schools should adjust their professional courses in time. It is necessary to reduce the proportion

of theoretical knowledge in the total class hours and increase the proportion of practical hours, so as to cultivate technical "blue collar". Remove those courses that can't keep up with the times, add new courses, learn knowledge such as logistics information management, warehouse management, transportation route planning, logistics enterprise promotion plan, etc., so that they can apply the knowledge to practical work after graduation. For the updating of the course content, it should be regularly to invite the professionals of the business to evaluate the current professional courses and put forward suggestions for improvement.

5.3. Guide Logistics Students to Make Appropriate Career Planning

The school should set up a career planning course with strong pertinence, and invite the employees in the logistics industry to talk about the career direction of logistics professionals. For example, after 5 years, 10 years, 20 years, logistics professional talent requirements, as well as the salary and position that can be obtained; tell about career promotion route, what skills need to be mastered 5 years and 10 years after graduation. Design clear career goals and distinct career planning route, help students get rid of the confusion about employment, firmly focus on a field, and constantly grow into a master in the industry.

5.4. Practical Training Methods of School Enterprise Cooperation

Under the background of school enterprise cooperation, it is necessary to start from two aspects to strengthen the practical training of logistics students. On the one hand, it is significant to establish a simulation laboratory in the school to cultivate students' practical skills. In the same way, it should be important to ask the enterprise personnel to evaluate and improve the iterative update of the practical training project on a regular basis. On the other hand, it is momentous to set up a training base for students in enterprises, so that students can have a deep understanding of the production practice at the front line, and be familiar with the logistics operation environment in advance, so as to be ready for the work as soon as possible in the future. It is also available to learn and supplement relevant professional knowledge according to the actual situation.

6. CONCLUSION

Logistics industry is facing a good opportunity. The development of Internet technology has stimulated the market demand for logistics. The requirement for logistics professionals is increasing. Various schools and enterprises have worked out relevant personnel training mode, with the purpose of cultivating talents with high

professional degree and strong adaptability for enterprises and filling the talent vacancy of enterprises.

Due to the low initiative of enterprises, unreasonable school curriculum, lack of students' qualification and other factors, the training mode of logistics professionals in secondary vocational schools still can be improved a lot. To carry out school enterprise cooperation can effectively make up for the above deficiencies and cultivate logistics professionals useful to enterprises and society.

Scientific and reasonable personnel training mode can not only meet the needs of enterprises for talents, but also enable students of relevant majors to apply their knowledge to practical use, improve the social evaluation of the major, and then ease the difficulty of college enrollment, thus forming a virtuous circle, relaxing the social employment contradiction and creating a harmonious employment environment.

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