

Research on the Development of Case Base of the Procurement Management on the Systematization of the Working Process

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Abstract—Case teaching in domestic higher vocational education of logistics management major is one of the important means. The procurement management is one of the important jobs, for this job position and work (ability) to complete the development case has not systemic development in our country. Research on the development of case base of the procurement management on the systematization of the working process adapts to the training goal of higher logistics management to occupation and ability oriented professionals.

Keywords—systematization of the working process; procurement management; case base

I. INTRODUCTION

The actual work conditions for procurement management are hardly simulated in campus so the training of procurement management skills is always a bottleneck of teaching in domestic and foreign vocational schools. From the domestic and foreign teaching practice, case teaching is a good teaching way to solve this bottleneck, but the construction of procurement management case in our vocational teaching is incomplete, and the construction of case base of procurement management on the he systematization of the Working Process (make analysis on the work of the main specialty-oriented companies and posts group, acquire typical tasks, and on this base to develop pertinent cases) is a better way to solve this problem.

According to the analysis on the employment of logistics management graduates from vocational education, the posts group of procurement management has the greatest demand for current enterprises, especially for the manufacturing enterprises. The development of procurement management case base is an emphasis of relative professional case teaching in vocational education. Currently many cases of procurement management are used in teaching, but there are some common wrong understandings, for instance, we often confuse the case teaching and example teaching of procurement management, and take case teaching only as a kind of case teaching method but not realize it should be a reflection of educational idea and concept in working process. In addition, the choice of procurement management cases is disorderly in the teaching, without consideration of the major

in the entire post group system. The development of case base of procurement management on the systematization of the working process is just to resolve the above problems.

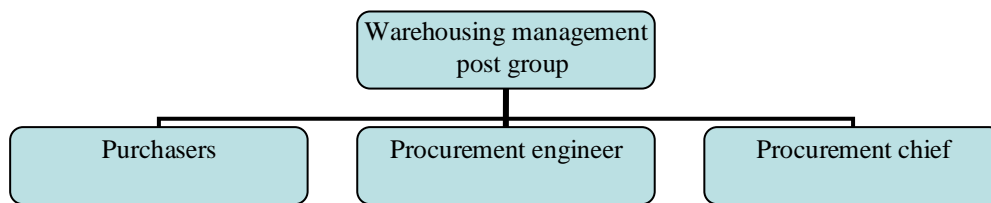
II. THE DEVELOPMENT IDEA OF PROCUREMENT MANAGEMENT CASE BASE

We should determine the type of procurement management case base to be developed according to the idea of enterprise-post-classical job (ability). Concretely, we first made investigation on enterprises, mainly on the setting of procurement management posts and the requirements for the posts in the enterprises, to obtain typical and representative post group, and further make analysis on the work of the procurement management post group to get post level and typical job, so as to form the framework of procurement management case base.

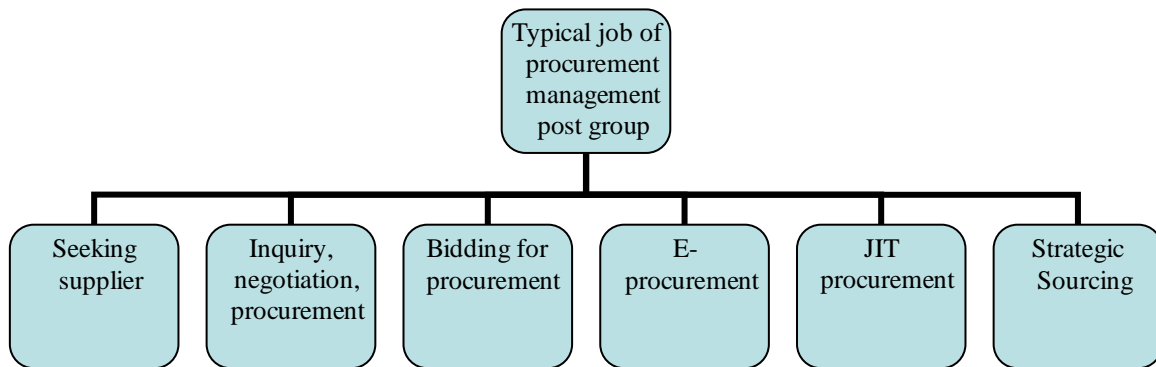
Procurement management post group is widely existed in various trades and enterprises, and we should focus on the trade and enterprises of high employment for the graduates of logistics management of vocational education as the object of our study. The main business types include manufacturing enterprises and large commercial enterprises. We should make an in-depth field interview with the firstline managers of personnel departments and purchasing departments of various enterprises and collect secondhand data, by which we make orderly preparation and for cases compilation.

The research shows that the procurement management post group is mainly divided into two major types that are posts of procurement operation and procurement management. The specific posts include the following:

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We should also continuously make analysis on the work contents and make field investigation to get the typical job (ability) of procurement management post group, including:



On this base, we should develop the corresponding post cases and work (ability) cases through on-site observation, questionnaires, interviews, critical incident technique, work diary method, brainstorming and other methods.

III. THE PRINCIPLES AND PROCEDURES OF PROCUREMENT MANAGEMENT CASES GROUP DEVELOPMENT

A. Principles

Take service as our purpose, employment as our guide direction, working-learning combination as our starting point to reform the talent cultivation mode of higher vocational education. The systematic cases teaching of working process is a link designed for student-centered teaching, and it requires students complete their tasks in a planned work situations to train the students' ability in applying their knowledge in this process and in solving problems, so as to enhance students' thought, feedback and analysis on the actual work process. By these, we combine the invariable and abstract work process of "information, decision-making, planning, implementation, inspection, evaluation," into the actual and variable case situation, and concern students' learning experience and creative thinking in the course of action. In order to achieve such a teaching purpose, the development of each case should follow the four principles:

Practice - Case contents is oriented to the procurement management posts or professional competence, and most come from the actual business research;

Timeliness - it can reflect the results of the latest industry practices, and the contents of the cases selected have certain timeliness;

Typicality - the cases can reflect the commonness of procurement management posts group and professional capability;

Controversialism - part of the procurement management cases can remain controversial content, and for the uncertainty of conclusion, encourage students to experience and think from a variety of viewpoints, causing controversy and discussion.

B. Procedures

For the development of each case, there are three stages:

The first stage is for preparation. at this stage, we should collect necessary post data for the analysis on procurement management posts and the development of cases, such as the instructions of procurement management posts group (if not any, the duty description of main jobs provided by incumbent personnel can be available), the organizational structure of each posts group, the work flow chart of relevant contact

agencies and departments and all posts, the table of duty and power system tables and the list of department staff. The methods of case development and the tools for design and research should be determined.

The second stage is for implementation. At this stage, we should keep contact and communication with the research enterprise to organize the group of procurement management case development, of which the staff from enterprises should be the workers of human resources department and the operators and managers at specific posts of procurement management, while a conference of related research departments should be organized and called by the enterprise for dissemination and promotion. We also should decide the specific tools and programs for procurement management case development, the plan implementation of procurement management case development, such as on-site interviews. After implementation of each plan, we should feed back the information obtained to other relative departments for necessary check and modification.

The third stage is for arrangement and finalization of procurement management cases. We should compile the collected case information according to the above four principles for case development, and then feed it back to the relative department for final modification and arrangement.

IV. THE METHODS OF PROCUREMENT MANAGEMENT CASE GROUP DEVELOPMENT

For the specific case development, we can use a variety of methods, such as questionnaires, interviews, field observation, critical incident technique, work diary method, brainstorming, etc., but we found it is difficult to solve some deep problems with the methods of observation and questionnaires in the course of implementation, while the work diary method also has a lot of obstacles in its implementation because the employees in enterprises have many concrete work to do. At present, only the method of interview can better solve these problems, and this method includes brainstorming and in-depth interviews for some key events of various posts. In addition, the teachers who carry out the interviews should have good communication skills and a wealth of practical experience. Therefore, interview is the main method in the development of procurement management case group.

In the process of development and information collection of procurement management cases, the interview includes three forms: an individual interview with the operator at the post of developed case, a group interview with the staff at the same post in the same enterprise, and deep interview with the chiefs who completely learn the analyzed post.

In order to increase the efficiency and effectiveness of interview, it is very necessary to prepare the interviews outline and questionnaire before each interview. Interviews outline or questionnaire consists of three parts, of which the first part and the third part are designed for accurate analysis of data and easy arrangement of information in the future, mainly including the interviewee's name, post, the sector affiliated, service period, his/her direct supervisor's post and name, interviewer's name, interview date and so on.

According to different interviews objects and the actual needs of cases development, the interview outline or questionnaire mainly has the eight aspects of contents as follows:

- 1) *What are your main duties on this post (the operating instructions for this post is available for reference)? You can give some specific examples. You should control the process of interview.*
- 2) *Please describe the job position of your post in your department framework, to ensure it clear even for the corresponding staff in the framework.*
- 3) *What staff will you cooperate in your work (accurately describe name and department)? How often is the cooperation?*
- 4) *Which post do you want for promotion recently? Why? (background material for future case study).*
- 5) *What do you need to decide in your daily work? You can cite some examples (a clear process description is necessary).*
- 6) *What makes you most proud and what makes you most stricken in your work in recent a year? (someone, date, place and event description are required).*
- 7) *Please describe your current working conditions, and how is it? Do you satisfy your current working conditions? What do you want to improve it?*
- 8) *Please state the items that are excluded in the above contents but you think they are important for your future work.*

V. THE REQUIREMENTS FOR CASE

In order to facilitate the teaching, the structure of case must include the following sections:

Title is case name, and it summarizes the overall content of the case, so it should clear the basic content of the case.

Teaching purpose refers to the requirements for case use and the guiding issues before reading case.

Text includes relevant background information and event description. Text is the core of case, with relevant background documents of enterprise and jobs required, to make an objective description of basic elements and basic process of the event and reflect different points of view in objective existence and the basis.

Case thinking is to inspire students to identify the entry point of case analysis in the form of questioning or require students to apply the theoretical knowledge to think and solve key issues. The analysis ideas, suggestions and appendix can attached to the case, used to explain other related matters of case, such as the content sources of case.

According to the above principles, ideas and methods, and in the viewpoint of post and work (ability), the warehousing management case base well resolved the orderly choice of similar case in previous teaching and the unreasoning guide in lack of post and professional competence system, and achieved good results in the practical teaching. At the same time, its some cases have applied in the internal training of enterprise.

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