

Research on Employment-Oriented Teaching Reform of Logistics management Specialty

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Abstract: With the transformation of the logistics industry towards digitalization and intelligentization, enterprises' demand for logistics talents has shifted from "basic operational talents" to "interdisciplinary and practical talents". However, the contradiction between the employment difficulty of logistics management graduates and the labor shortage of enterprises is prominent. This paper focuses on the employment predicament of logistics management specialty, analyzes the necessity of conducting employment-oriented teaching reform, and puts forward optimization strategies from three dimensions: curriculum objectives, curriculum content and practical teaching. It aims to realize the accurate connection between teaching and industry needs, enhance students' workplace competitiveness, and provide reference for the educational innovation of logistics management specialty.

Keywords: Employment-oriented; Logistics management; Teaching reform; Curriculum optimization; Practical teaching.

1. Introduction

In recent years, China's logistics industry has continued to expand in scale. In 2024, the total value of social logistics reached 360.6 trillion yuan, representing a year-on-year increase of 5.8% calculated at comparable prices. Sub-sectors such as smart warehousing, digital supply chains, and cross-border e-commerce logistics are rapidly emerging, with technologies like intelligent sorting equipment, TMS/WMS systems, and blockchain traceability being widely adopted. This places higher demands on talent with composite capabilities in "technical operation + process optimization + cross-border coordination." However, the employment situation for logistics management graduates is not optimistic. On one hand, over 75% of enterprises report that "hired graduates understand theory but lack practical operation skills," particularly showing competency gaps in core areas like smart equipment maintenance, logistics data analysis, and cross-border customs declaration procedures, making it difficult for them to quickly adapt to job requirements. On the other hand, nearly 35% of graduates state they "cannot find jobs that meet their expectations," with only 28.13% securing employment directly related to their major. Furthermore, over half leave their jobs shortly after starting due to an inability to perform in smart logistics roles. The core reason for this "mismatch between supply and demand" lies in the disconnect between traditional teaching models and the industry's digital transformation needs. Therefore, reconstructing the logistics management curriculum with an employment-oriented approach becomes the key path to solving employment difficulties and promoting professional development [1].

2. Core Problem Analysis of Employment Difficulties

Current employment difficulties for logistics management graduates are not due to a 'lack of industry demand,' but rather a 'mismatch between graduate competencies and job requirements,' which is specifically reflected in three

dimensions:

2.1. Disconnect Between Professional Skills and Practical Job Requirements

Enterprise demand for logistics talent has shifted from "knowing accounting and processes" to "being able to operate intelligent systems and optimize supply chains." However, traditional teaching remains largely theoretical: while students grasp theoretical knowledge from courses like "Introduction to Logistics Management" and "Supply Chain Management," they are unfamiliar with practical tools like TMS (Transportation Management Systems) and WMS (Warehouse Management Systems), and cannot use big data analysis tools to optimize delivery routes. When facing practical problems such as "cross-border logistics customs clearance procedures" or "improving e-commerce warehouse sorting efficiency," they lack problem-solving train of thought, leading to companies needing 3-6 months of retraining after hiring. This increases corporate costs and reduces graduate employability.

2.2. Mismatch Between Soft Skill and Industry Collaboration Needs

The logistics industry involves multi-link collaboration across "warehousing, transportation, distribution, customs clearance," etc., creating strong demand for soft skills like communication, cross-cultural coordination, and emergency response. However, teaching often neglects these skills: courses are predominantly one-way lectures, lacking interactive elements like group collaboration or business negotiation, resulting in weak communication skills. Furthermore, coverage of topics like "cross-cultural logistics communication" and "logistics dispute resolution" is insufficient. This leads to graduates struggling in cross-border logistics roles when dealing with international clients, interpreting customs policies, or effectively coordinating with upstream and downstream enterprises in the supply chain.

2.3. Misalignment Between Career Perception and Industry Development Trends

The logistics industry has transformed from "traditional transportation and warehousing" to "smart logistics," widely adopting new technologies like unmanned warehouses, drone delivery, and blockchain traceability. However, some teaching content updates lag: textbooks still focus on "traditional warehouse layout" and "manual sorting processes," with insufficient coverage of emerging areas like "principles of smart logistics systems," "green logistics solution design," and "cross-border e-commerce logistics compliance." Simultaneously, teachers often lack frontline industry experience, making it difficult to convey the competency requirements for emerging roles like "Logistics Project Manager" or "Supply Chain Analyst." This results in vague career planning for students, who upon graduation still tend to target basic positions like "Warehouse Administrator" or "Distribution Dispatcher," missing opportunities in high-potential roles [2].

3. The Necessity of Employment-Oriented Teaching

3.1. Alleviating Graduate Employment Pressure and Enhancing Workplace Adaptability

Employment-oriented teaching reform focuses on "job requirements" as the core. By optimizing course content and strengthening practical abilities, it enables students to acquire the hard and soft skills required for their roles while still in school. For example, mastering WMS system operation through practical training courses or designing supply chain optimization schemes through project-based learning can allow graduates to get up to speed quickly after employment [3], reducing the "adaptation period" and lowering turnover rates, fundamentally alleviating the contradiction between "employment difficulties" and "labor shortages."

3.2. Improving Professional Education Quality and Enhancing Program Competitiveness

Against the backdrop of intensifying homogenization competition in higher education, logistics management programs need to make "employment quality" their core competitive advantage. Employment-oriented teaching reform drives programs to proactively connect with industry dynamics: introducing real enterprise projects through industry-academia cooperation and involving industry experts in curriculum design keeps teaching content synchronized with industry development, avoiding "working behind closed doors." Furthermore, high employment rates and quality enhance the program's reputation, attracting more high-quality students and forming a virtuous cycle of "teaching - employment - enrollment."

4. Employment-Oriented Optimization Strategies

4.1. Clarifying Course Objectives: Anchoring to Job Competency Requirements

Course objectives need to move beyond the traditional positioning of "knowledge transmission" towards "competency development." Based on the competency

requirements of core logistics positions (e.g., Logistics Operations Specialist, Supply Chain Analyst, Cross-border Logistics Supervisor), objectives should be detailed across three dimensions:

Professional Skill Objectives: Define hard skills students must master, e.g., "independently operate TMS/WMS systems to complete order processing," "use Excel or logistics analysis tools to optimize delivery routes," "complete preparation of cross-border logistics customs declaration documents and process coordination."

Soft Skill Objectives: Focus on industry-required collaboration and communication skills, e.g., "complete supply chain simulation projects through group collaboration," "clearly write logistics operation reports and present them to the team," "handle logistics disputes and propose solutions."

Industry Adaptation Objectives: Pay attention to industry development trends, requiring students to "understand the application scenarios of smart logistics technologies (e.g., unmanned warehouses, blockchain)," "grasp the basic concepts of green logistics and sustainable supply chains," ensuring competencies align with industry transformation needs.

Furthermore, an "industry-academia collaborative goal-setting" mechanism needs establishment: regularly invite logistics company HRs and frontline supervisors to participate in course objective seminars, dynamically adjusting objectives based on job requirements to avoid disconnection from reality.

4.2. Refining Course Content: Aligning with Actual Job Scenarios

Course content must break free from the constraints of the "disciplinary system" and be restructured around the logic of "job workflows," emphasizing "practicality, relevance, and timeliness," optimized specifically in two aspects:

4.2.1. Focus on Core Professional Competencies, Supplement with Practical Content

Reduce theoretical content with low relevance to jobs and increase practical modules:

In "Warehouse Management" courses, move beyond just "warehouse layout theory" by introducing real enterprise warehouse cases, adding modules like "WMS System Hands-on Operation," "Intelligent Sorting Equipment Operation," "Inventory Counting Practice," allowing students to simulate the entire "inbound - storage - outbound" process in labs.

In "Supply Chain Management" courses, incorporate "Supply Chain Optimization Projects," having students design solutions to reduce logistics costs based on real enterprise data (e.g., order volume, delivery scope of an e-commerce platform), strengthening problem-solving skills.

In "Cross-border Logistics" courses, align with the latest customs policies, adding content like "Cross-border E-commerce Logistics Customs Declaration Practice," "International Freight Forwarding Process Simulation," preventing situations where graduates "don't understand compliance, can't handle coordination."

4.2.2. Integrate Industry Soft Skills, Cover Implicit Job Requirements

Address the collaboration needs of the logistics industry by embedding soft skill development into courses:

Offer elective courses like "Logistics Business Communication," using "simulated business negotiations"

(e.g., negotiating transport prices with suppliers) and "cross-departmental collaboration case analysis" (e.g., coordinating warehouse and distribution department handovers) to enhance communication and coordination skills.

Adopt a "Group Project System" in professional courses, requiring students to complete tasks like "Logistics Solution Design" and "Operation Report Writing" in teams, fostering teamwork and responsibility.

Introduce a "Logistics Industry Case Library," selecting real cases like "Emergency Handling of Logistics Delays" and "Customer Complaint Resolution" for students to analyze and propose countermeasures, strengthening emergency response capabilities.

4.3. Deepening Practical Teaching: Building a "School-Enterprise" Linkage Platform

Practical teaching is key to connecting the classroom and the workplace. It needs to shift from "simulated practice" to "real-scenario practice," building a "multi-level, full-process" practical system.

4.3.1. Build On-Campus Training Bases to Consolidate Basic Operational Skills

Utilize school resources to build "Smart Logistics Training Centers," equipped with TMS/WMS systems synchronized with enterprises, as well as equipment like smart shelving and sorting robots. Offer "Logistics Practical Training Weeks": have students role-play positions like "Warehouse Administrator," "Distribution Dispatcher," and "Customer Service Specialist" in groups, simulating the entire "order receipt - inventory check - sorting/packing - delivery tracking" process. This familiarizes them with operational standards and avoids "armchair theory."

4.3.2. Deepen Industry-Academia Cooperation, Introduce Real Projects and Internships

Establish long-term cooperation mechanisms with logistics enterprises (e.g., SF Express, JD Logistics, Sinotrans), creating a two-way channel of "enterprise enters campus, student enters enterprise":

Introduce Real Enterprise Projects: Invite enterprises to bring real problems like "Regional Delivery Route Optimization" or "E-commerce Peak Season Warehouse Contingency Plan Design" into the classroom. Students complete solutions in "project groups," with enterprise experts providing guidance and feedback; excellent solutions can be directly applied to enterprise operations.

Implement "Job Rotation Internships": Arrange for students to undertake 3-6 month rotational internships in enterprises during their third and fourth years, covering positions in "warehousing, transportation, supply chain planning," etc. This allows students to learn "how to interface with clients," "how to handle sudden logistics delays" in real work environments, accumulating practical experience while potentially reserving talent for enterprises.

4.3.3. Implement a "Dual Supervisor System," Bridging Teaching and Workplace

Assign students both an "Academic Supervisor" and an

"Enterprise Supervisor": The academic supervisor is responsible for theoretical teaching and learning planning; the enterprise supervisor (e.g., a department head from a logistics company) provides practical guidance. Through "online Q&A + offline guidance," they impart industry trends and job experience to students, helping them understand workplace rules in advance and clarify career development directions.

5. Summary

The employment problem for logistics management graduates is, in essence, a problem of "disconnection between teaching and industry needs." Implementing employment-oriented teaching reform, by clarifying "job-matching" course objectives, refining "scenario-based" course content, and deepening "industry-academia linkage" practical teaching, can effectively resolve the "supply-demand mismatch" dilemma: it enables students to master the hard and soft skills required for their jobs, enhancing employment competitiveness; it also helps logistics management programs escape "homogenized" development and form distinctive advantages; furthermore, it supplies the industry with "plug-and-play" composite talents, supporting the digital transformation of the logistics industry.

In the future, logistics management teaching must continuously track industry development and dynamically adjust reform strategies. Just as the "Research on Employment-Oriented Teaching Reform of Chemical Business English" emphasizes that "course objectives should possess flexibility to adapt to industry changes," logistics management programs also need to regularly update course content and optimize practical models to achieve a virtuous interaction of "education - employment - industry development," providing continuous talent support for the high-quality development of the logistics industry.

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