The Analysis of "Four Dimensional Integration" Applied Talents Training Mode Oriented to Innovation and Entrepreneurship for the Logistics Management in Private Colleges

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Abstract: With the progress of period and the development of economy, innovation and entrepreneurship are increasingly becoming the essential ability and quality of college students in the new era. In this context, the profession of logistics management must meet the requirements of innovation and entrepreneurship and carry out targeted talent training model innovation in order to enhance its market competitiveness for private colleges. Starting from the innovation, entrepreneurship as well as the social demand for application-oriented logistics management talents, this paper attempts to design a "four-dimensional integration" talent training mode, so as to explore effective approaches to the application-oriented undergraduates training model for private colleges.

1. Introduction

Application-oriented talents refer to the front-line specialized talents in the filed of production, construction and service. Application-oriented undergraduates lay emphasis on basic education literacy, requiring an transition from "good knowledge" to "practical application", developing into "solid foundation, good operation and enhanced maintenance". With basic theories, application-oriented undergraduates pay attention to putting acquired knowledge and technology into practice, improving the ability of solving practical problems and follow-up development potential.

Application-oriented talents are the basic starting point for talent training in private colleges. How to cultivate application-oriented talents who can meet the requirements of social demand and economic development is supposed to be a key issue that most private colleges need to solve urgently. Consequently, whether this issue can be effectively solved will become a "short board" that restricts the development of private colleges and universities in China.

2. Traits of Logistics Management Majors in Private Colleges

2.1 Inferior Self-Learning Ability

Most college students in private universities do not make it a rule to implement autonomous learning, probably caused by poor learning atmosphere, low learning stress, lazy learning attitude, etc. Actually, numerous private college students dawdle their university life, mistakenly assuming that they can get graduation certificates anyway as long as they don't fail in exams. Therefore it's believed that there won't be differences between poor academic performances and excellent ones when finally entering the employment markets by students especially those who major in commerce and trade, such as logistics management, marketing, as well as international trade.

2.2 High Emotional Intelligence

Private college students are relatively active in thinking and have a strong sense of innovation. With less study pressure and more spare time, students spend lots of energy and time participating in both colorful school activities and social practice campaigns, which greatly improves their abilities of dealing with life, interpersonal communication, as well as relationship processing.

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2.3 Strong Utilitarianism

The vast majority of students in private colleges are reluctant to choose private universities because of their poor academic results. It is up to their parents to plan their career and choose the corresponding major, regardless of whether the major is suitable for them or whether they favor the choice. Therefore students are often caught in the ridiculous thinking that they will be arranged a job as long as they acquire a diploma in college. Consequently, some students are lethargic and flabby in their studies. They spend their time with the ideas of “dawdling credits” and “dawdling diplomas” every day, which manifests a strong sense of utilitarianism.

3. Quality Demand Dimension of Applied Logistic Management Talents Oriented to Innovation and Entrepreneurship

To meet the requirements of current economic development and fut ure development of China, college students should embrace such qualities and abilities as innovation and entrepreneurship in the new era. Besides, the training of logistics management professionals with innovative and entrepreneurial qualities and abilities is supposed to be a systematic project, which must be considered in a comprehensive way. The first priority is to analyze the quality dimension of applied logistics management professionals oriented to innovation and entrepreneurship (Figure 1).

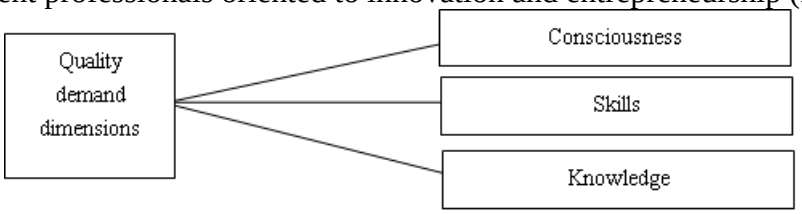

Fig.1 Quality Demand Dimension of Applied Logistic Management Talents Oriented to Innovation and Entrepreneurship

3.1 The Consciousness Dimension

The consciousness dimension is a requirement for the ideological and moral qualities of logistics management professionals in the new era of innovation and entrepreneurship. Ideology is the basis for innovative entrepreneurship and quality training of applied logistics management professionals in private colleges and universities. Ideological and moral quality is an important part of spiritual civilization construction in the new period. Meanwhile, it reflects students’ moral level, professional ethics as well as individual cultivation.

Qualities like firm self-confidence, a strong desire for creativity, a keen interest in learning, dedication and hard work are essential to innovation and entrepreneurship for college students in the new era. The training of logistics management professionals oriented to innovation and entrepreneurship calls for not only expertise and skills, but also the will of lifelong learning and qualities of innovation and entrepreneurship.

3.2 The Skill Dimension

Innovation and entrepreneurship, as the background of the new era, require applied logistics management professionals to possess technical capabilities in line with social progress and the development of the times. The technical capabilities should include professional skills, interpersonal skills, pioneering and innovative skills, organizational skills, management skills, teamwork skills, as well as learning skills.

3.3 The Knowledge Dimension

It is wealthy knowledge that lays a solid foundation for both applied logistic management talents and qualities of innovation and entrepreneurship. Systematic knowledge is the prerequisite of cultivating applied talents with innovative entrepreneurship. Knowledge consists of general knowledge and professional knowledge. General knowledge refers to the breadth and depth of cultural deposits and social science knowledge, indirectly influencing the growth and vocational

development of logistic management talents. Then, professional knowledge refers to the major-related operation skills of the professional field learned and formed by students through theoretical learning and practical training. Professional knowledge has a direct impact on the professional development of applied logistics management professionals[1].

4. The Construction of "Four Dimensional Integration" Applied Talents Training Mode Oriented to Innovation and Entrepreneurship for the Logistics Management in Private Colleges

Based on the requirement of talent development oriented to innovation and entrepreneurship, combined with the characteristics of logistics management, focusing on the cultivation of application-oriented logistics management talents with innovative and entrepreneurial capabilities, the construction of a "Four Dimensional Integration" application-oriented talent training model for the logistics management in private colleges and universities is as follows (Figure 2).

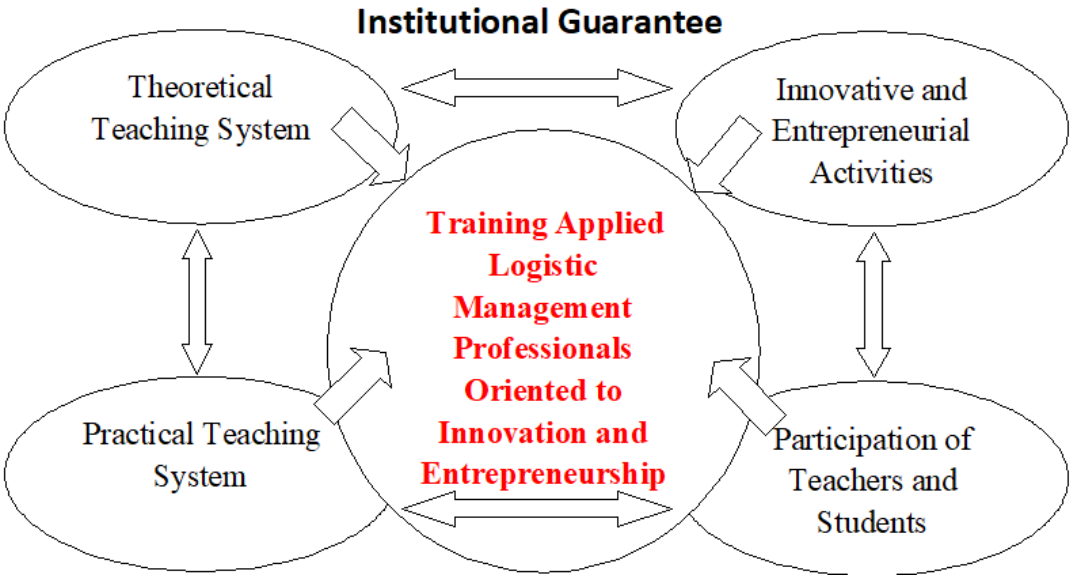

Fig.2 "Four Dimensional Integration"Applied Talents Training Mode Oriented to Innovation and Entrepreneurship for the Logistics Management in Private Colleges

4.1 Theoretical Teaching System

There is a considerable difference between theoretical teaching system and traditional higher educational talent training mode in the process of developing logistic management professionals with innovative entrepreneurship. First of all, National Standards for Qualified Teaching of Undergraduate Majors in Colleges and Universities demands a scientific and rational teaching theories, designing a theoretical curriculum system in line with the requirement of practice for logistic management. The second, in the course of theoretical teaching, the distribution of class hours should be subdivided and the overall class hours should be scientifically disassembled into such related modules as theoretical teaching, classroom discussions, case analysis, as well as experimental teaching in accordance with the cultivation of applied talents in order to improve students' application abilities. Ultimately, the process of theoretical teaching of should be strictly controlled; the assessment of process and application ability should be strengthened; the proportion of students' usual performance in the overall scores ought to be increased; the shortcomings of traditional method to assess students in final exams ought to be conquered.

4.2 Practical Teaching System

The logistic management is more of practice.In the teaching process of logistics management, practical teaching also occupies a very important proportion. Thus, designing practical teaching

system must be scientific and prudent. Practical teaching system consists of teaching content and teaching platform.

On the one hand, from the perspective of practical teaching content, the talent training program must be revised, and the practical teaching system of logistic management must be improved and optimized based on the requirements of logistic management talent development oriented to innovation and entrepreneurship. Besides, it is crucial to combine theoretical teaching and diverse scientifically-arranged internship training programs[2]. Colleges and universities should draw up feasible, scientific and reasonable experiments, training programs, time arrangement, period distribution, credit hours, etc. In this way, theoretical teaching and social practice can be connected.

On the other hand, practical teaching platform must be scientifically designed for the purpose of logistic management professionals oriented to innovation and entrepreneurship. The logistic management major should involve three levels: professional training, interdisciplinary complex, and innovative entrepreneurship. Colleges and universities can integrate and optimize the original laboratory resources, and construct an applied logistics management professional training experiment teaching platform oriented to innovation and entrepreneurship by fully studying and analyzing new experimental courses and the specific requirements of projects on the sites (Figure 3).

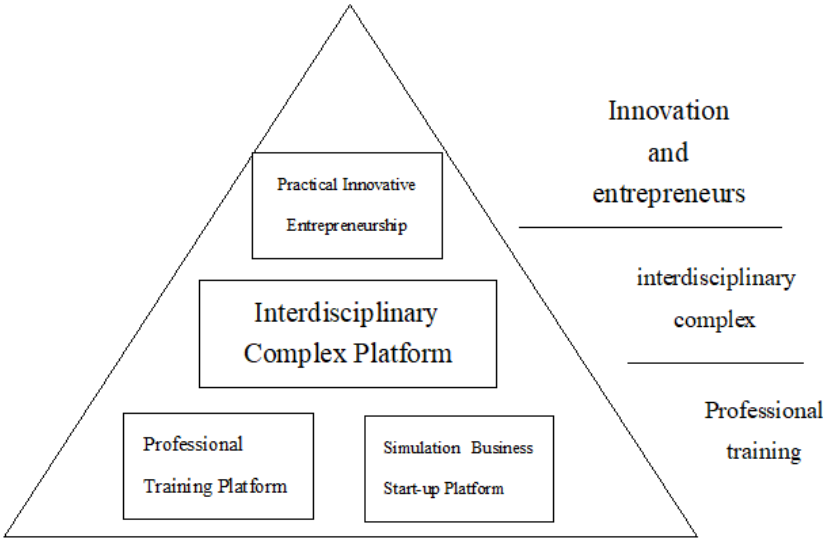

Fig.3 Applied Logistics Management Professional Training Experiment Teaching Platform Oriented to Innovation and Entrepreneurship

Within-profession training platform, including professional training platform and simulation business operation platform, enable students to enhance their theoretical knowledge and to put it into practice, further testing and strengthening their theoretical knowledge. For example, the theoretical knowledge in *Warehouse Management*, *Transportation Management* and *Delivery and Distribution Center* could be consolidated via warehouse simulation training, transportation planning, delivery simulation training.

Through the interdisciplinary comprehensive training platform, students can be trained in marketing, human resources, financial management. Thus, students' professional horizons can be broadened. Their comprehensive abilities and their competitiveness in the future workplace could be improved and enhanced. In this way, students can broaden their professional horizon and improve their comprehensive ability and future competitiveness. Through the innovation and entrepreneurship training platform, students can develop innovative thinking, entrepreneurial desire and abilities. Students can get to know about entrepreneurial process in advance, and can receive initial training in innovation and entrepreneurship, which lays a solid foundation for their engaging in innovative entrepreneurship activities after graduation.

4.3 Innovative and Entrepreneurial Activities

Based on the theories and practice of logistic management, colleges and universities must take full advantage of relative innovation and entrepreneurship competitions such as “Internet plus”, “National college students competitions of innovation, entrepreneurship and creativity”, etc. so as to inspire logistic management professionals to actively participate and to stimulate their potential for innovation and entrepreneurship, broadening their professional horizons, developing and practicing their innovative and entrepreneurial capabilities and qualities. In short, colleges and universities can constantly improve their education levels in the way of promoting learning through competitions, promoting teaching through competitions and promoting training through competitions. In the meanwhile, students can find like-minded innovation and entrepreneurship teammates and can also establish socializing and communication platforms, which would pave the way for their formal entrepreneurship after graduation.

4.4 Participation of Both Teachers and Students

Teachers are the performers of various teaching activities and the advocates of students learning campaigns. Teachers’ guidance and students’ participation are of great significance in teaching activities.Teachers' guidance and the participation of students, all has the vital significance in the teaching activities. Teachers’ professional competence, practical ability and research ability could be promoted through training, academic exchange, holding a post in enterprises, etc. More college students should take part in diverse innovative and entrepreneurial campaigns, while teachers ought to guide students to participate in these activities. Therefore, teachers and students can work together and benefit each other, leading to a constant improvement of overall educational level.

It is especially important to point out that boosting the making and implementation of relevant school regulations plays a significant role in the practical course of “Four Dimensional Integration” applied talents training mode oriented to innovation and entrepreneurship for the logistics management. Only by solid regulations can this mode have feasibility of being carried out. For instance, colleges implementing the credit system can formulate credit replacement methods for related innovation and entrepreneurship competition certificates; include the certificates and honors obtained in competitions into the evaluation and selection system; convert professional related certificates into credits, etc. Also, colleges must specify regulations and systems, strengthening publicity, so that students could fully comprehend and appreciate these rules and regulations. At last, colleges and universities must introduce feasible measures to ensure the implementation of the these rules and regulations.

5. Conclusion

The development of applied talents oriented to innovation and entrepreneurship has a long way to go as for the logistics management in private colleges and universities. Although this way is tough and bumpy, it is imperative. This paper generally analyzes the development of applied logistic management professionals oriented to innovation and entrepreneurship in private colleges from the perspective of training mode. The purpose is to provide some inspiration for promoting the quality of applied logistics management professionals in private colleges and universities.

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