

How to Cite:

Dung, P. Q. (2022). Managing bachelors of logistics. *International Journal of Health Sciences*, 6(S4), 2685–2692. <https://doi.org/10.53730/ijhs.v6nS4.7794>

Managing bachelors of logistics

Pham Quang Dung

University of Transport Technology, Vietnam, 54 Trieu Khuc Street, Thanh Xuan District, Hanoi City, Vietnam

Corresponding author email: dungpg@uttedu.vn

Abstract---*Objective of the study:* To evaluate the current situation in the management of training bachelors of logistics in universities in Vietnam, from there, suggesting these institutions on how to manage training bachelors of Logistics effectively, to meet the requirements of society. *Method of the study:* Qualitative research is mainly used, the tool is a questionnaire designed on the framework proposed by (Mangan and Christopher, 2005). The participants list has 65 people (which include: business representatives, lecturers, bachelor's training experts in the logistics industry in Vietnam), the survey was conducted during the period from June 2020 to December 2021. *Result of the study:* The training and teaching programs at the surveyed universities have ensured relatively adequate problem-solving skills for students; communication skills, behavior; Logistics professional knowledge. However, only about half of the knowledge in the multidisciplinary knowledge and group of skills is focused on training students. Therefore, the study suggests ways to overcome the current limitations in the management and training of Logistics bachelor's degrees in universities in Vietnam: (1) List relevant and influential fields, require students to clearly grasp the knowledge of that subject or field; (2) Allowing learners to choose advanced modules that are suitable for their own career orientation and major (based on the actual career requirements of the Logistics market); (3) Develop personal projects.

Keywords---Logistics, bachelor, management.

Introduction

Logistics and supply chain management is a major of researching, developing and managing freight services around the world, aiming to develop strategies to help organizations operate more efficiently and delivering value to consumers. This is a major concerning a sequence of activities including planning, implementing and controlling the movement of goods, controlling the source of raw materials (inputs) and final products (outputs) from the starting point to the point of consumption (James Stock, Douglas Lambert, 2000; Lourenço, H. R., 2005).

According to World Bank's ranking, in 2018 Vietnam was ranked 39 out of 160 countries on Logistics Performance Index – LPI, went up 25 level in place compared to the ranking in 2016 (64/160) (Short report on the current situation & proposals for human resource development for Vietnam Logistics industry 2019).

According to the Action Plan to improve competitiveness and develop logistics services in Vietnam by 2025, Vietnam strives for the proportion of logistics services industry's contributing to GDP to reach 8%-10%, service growth rate reach 15% - 20%, the rate of outsourcing logistics services reaches 50% - 60%, logistics costs reduced to 16% - 20% of GDP, ranked according to the national logistics capacity index (LPI) 50th or above. Therefore, in order to achieve the goal of turning Vietnam into a regional logistics hub, it is essential to focus on training human resources for the logistics industry and supply chain management.

Currently, in Vietnam, there are various forms of training human resource in logistics, including: formal training (at universities), short-term training (at colleges, vocational secondary schools, professional associations and service providing organizations) and training at enterprises. Outputs of the current university-level training are mainly going in two directions: logistics specialists and business management. For Logistics specialists, it would be difficult for them to grow up because even though their professional skills are solid, they lack the necessary management skills. As for business managers, they are students majoring in management, but when implementing management work, it is not effective due to lack of professional knowledge.

Forms of training	Training scale (students per year)	Existing issue
University level	3.000	Lack of lecturers Lack of curriculum Output standards are not synchronized Limited facilities for practice and simulation
College level	8.000-10.000	Limited connection of business enterprises in internship activities
Vocational training	30.000-40.000	Program scope is limited to traditional logistics activities Inability to train high-quality logistics human resources
Training center organizing short-term courses	No statistics yet	The number of reputable training institutions is still small Appears in many spontaneous training institutions, with no quality assurance Not many standard professional certificates have been issued

Self-training at Enterprise	86% of the enterprise's human resources	Lack of methodical, completely based on self-drawing experience from reality Study time is limited due to job requirements
-----------------------------	---	---

(Source: Nguyen Minh Duc, May 25th 2021, Vietnam Journal of Science and Technology)

From the above situation, the author found that the problem lies in the fact that there is still a gap between training and the demand for logistics workers.

Framework of skills and knowledge for Logistics human resources

According to the research conducted by Mangan and Christopher (2005) on human resource training in Logistics industry, the authors are particularly interested in the following skill group: (1) in-depth knowledge in the field of Logistics; (2) Multidisciplinary knowledge or other relevant soft skills.

In particular:

- Cross-Function skills: including knowledge of finance and accounting; Information Technology; change management; marketing; project management; plan administration; customer relationship management; supplier relationship management; and knowledge of risk management.
- Problem-Solving Skills: including general thinking skills such as problem identification; collecting information; information analysis; information sharing and problem solving skills.
- Interpersonal Skills: including networking skills, conflict resolution at work such as listening skills; oral and written communication skills; people management; negotiation skills; pressure management; Human resource management and leadership skills.
- Functional Logistics Skills: includes specialized professional knowledge serving the legal profession of Logistics; knowledge of customs, export and import; transportation management; inventory management; warehouse management; purchasing knowledge; forecast; Reverse logistics (Logistics of recall); Port/Airport Logistics as well as knowledge of Logistics information systems.

This is an international model, which has been applied in the training of Logistics human resources at universities in Europe, is a standard framework with a high degree of reliability to serve as the basis for the assessment of Logistics human resources. Human resources trained according to this proposal not only meet the expertise in the field of training, but also have additional knowledge about the industry and profession in which they work. Besides, soft skills such as foreign language skills, teamwork skills, etc. are also equipped to help perfecting the human resource team. The way to equip soft skills for human resources is taught methodically and to have formal assessment standards, which is much different from the traditional teaching method. (Ann Marie Allen, et al., 2013). Therefore, it is not enough to train logistics human resources in the traditional way, especially in the industry that requires chain-related jobs such as Logistics, which requires adding other soft skills in the training program (Vereecke et al., 2008; Kovacs, G. and Tatham, P., 2010).

In Vietnam, there have also been some studies on the training and development of Logistics human resources, typically (T.T.T. Huong 2016; N.M. Duc, 2021). However, research on management of training bachelor's degree in Logistics is still not enough for the practical needs in universities. Therefore, in order to have quality Logistics human resources, we need further studies to accurately assess the necessary and sufficient conditions of the current environment in Vietnam.

Method of the study

Objective of the study: To evaluate the current state of Bachelor of Logistics training management in universities in Vietnam, thereby, suggesting universities on how to manage bachelor's training in Logistics effectively, meeting social needs.

Tool of the study: Qualitative research is mainly used, the tool is a questionnaire designed on the framework proposed by (Mangan and Christopher, 2005). The participants list has 65 people (which include: business representatives, lecturers, bachelor's training experts in the logistics industry in Vietnam), the survey was conducted during the period from June 2020 to December 2021.

The research team studied about the necessary level of knowledge and skills in logistics human resource training through questionnaires with assessment levels as follow: Not necessary; Necessary; Very necessary.

Questionnaire 1, Survey content: (Q1.1) Logistics professional knowledge and skills; (Q1.2) Multidisciplinary knowledge and skills; (Q1.3) Problem solving skills; Communication and behavioral skills.

Questionnaire 2, Survey content: (Q2.1) Law; (Q2.2) Customs, import and export; (Q2.3) Transportation management; (Q2.4) Warehouse management; (Q2.5) Purchase; (Q2.6) Forecast; (Q2.7) Reverse logistics; (Q2.8) Port/Airport Logistics; (Q2.9) Logistics Information System; (Q2.10) Inventory management.

Questionnaire 3, Survey content: (Q3.1) Group of multidisciplinary knowledge and skills ((q3.1.1) Finance – Accounting; (q3.1.2) Information technology; (q3.1.3) Innovation management; (q3.1.4) Project management; (q3.1.5) Strategic management (q3.1.6) Customer relationship management (q3.1.7) Supplier relationship management; Risk management); (Q3.2) Group of problem solving skills ((q3.2.1) Identify the problem; (q3.2.2) Collect information; (q3.2.3) Analyze the problem; (q3.2.4) Share information; (q3.2.5) Problem solving); (Q3.3) Group of communication and behavior skills ((q3.3.1) Listening; (q3.3.2) Verbal communication; (q3.3.3) Written communication; (q3.3.4) Human management; (q3.3.5) Meeting management; (q3.3.6) Negotiation; (q3.3.7) Pressure control; (q3.3.8) Human resource management; (q3.3.9) Leadership skills).

Data analysis and interpretation: The research team synthesizes survey data, then uses mathematical methods to calculate the rate at each rating. Thereby, we give a general opinion on each content and evaluate the overall management of bachelor's degree in Logistics in Vietnam.

Result of the study and discussion

Table 1
Assessment of groups of knowledge and skills in logistics human resource training management

Evaluation criteria	Scale		
	Unecessary	Necessary	Very necessary
Q1.1	20	19	26
Q1.2	9	6	50
Q1.3	16	14	35
Q1.4	18	17	30

Table 2
Evaluation of groups of Logistics knowledge and skills in Logistics human resource training

Evaluation criteria	Scale		
	Unecessary	Necessary	Very necessary
Q2.1	11	12	42
Q2.2	17	14	34
Q2.3	9	6	50
Q2.4	20	19	26
Q2.5	20	17	28
Q2.6	13	15	37
Q2.7	10	12	43
Q2.8	13	11	41
Q2.9	14	16	35
Q2.10	11	8	46

Table 3
Evaluation of experts, lecturers and enterprises on the necessity of other knowledge and skills in logistics human resource training

Evaluation criteria	Scale		
	Unecessary	Necessary	Very necessary
Q3.1			
q3.1.1	15	14	36
q3.1.2	11	8	46
q3.1.3	10	7	48
q3.1.4	14	13	38
q3.1.5	20	21	24
q3.1.6	20	17	28
q3.1.7	9	12	44
q3.1.8	12	14	39
Q3.2			
q3.2.1	14	15	36

q3.2.2	9	8	48
q3.2.3	18	17	30
q3.2.4	13	16	36
q3.2.5	20	20	25
Q3.3			
q3.3.1	10	12	43
q3.3.2	14	12	39
q3.3.3	14	16	35
q3.3.4	20	22	23
q3.3.5	15	15	35
q3.3.6	10	11	44
q3.3.7	12	11	42
q3.3.8	10	9	46
q3.3.9	17	14	34

Through the survey results and the results of comparison and contrast between Logistics training programs at three major universities (Foreign Trade University, Vietnam; National Economics University, Vietnam and University of Transport Technology, Vietnam), we found that:

The training and teaching program both ensure relatively complete training for students in two groups of problem-solving skills and communication and behavioral skills. The specialized Logistics training program at the school has covered most of the Logistics knowledge group. However, only about half of the knowledge in the Multidisciplinary Knowledge and Skills group is focused on training for students.

Regarding the management of teaching and training activities at training institutions

This is considered a key activity in developing high-quality human resources for the Logistics industry. With the rapid growth in the number of schools and training units as in the past time and the establishment of the Vietnam Logistics Human Resource Development Association, schools and training units need to promote cooperation in terms of lecturers, facilities, curriculum, management experience, teaching, promotion of scientific research, promotion of joint training and accepting mutual credit. Students at universities need to be given the opportunity to participate in research and project implementation to have both practical knowledge and be ready to absorb and apply advances in science and technology. In addition, enterprises using Logistics human resources also need to be attracted and facilitated to participate more actively in the process of training, internship guidance, increasing practical access for students. In fact, when students are given the opportunity to practice methodically and seriously at enterprises, they all effectively apply the knowledge gained from the school into practice to develop career opportunities right after graduation.

Regarding training and professional capacity development at enterprises

For employees working in enterprises, it is extremely necessary to encourage and facilitate them to study and improve their professional and professional capacity. The relationship between schools, training institutions, enterprises, and logistics

associations once again plays an important role. Currently, large enterprises such as Saigon Newport Corporation, Gemadept Joint Stock Company all have quite effective policies, but small and medium enterprises, making up the majority of the Vietnamese logistics business community, so they would need the connection of the Vietnam Logistics Association, the local Logistics associations through which it can be done effectively. From the above analysis, we realize that, in the management and training of bachelor's degrees in Logistics in universities in Vietnam, it is necessary to pay attention to the following issues:

Firstly, in order to create an environment to practice skills, it is necessary to promote practical programs. The practical program can be business visits, sharing seminars from business managers or logistics experts on the requirements for human resources of the industry. Students will be able to expand their knowledge and have better understanding of what they have learned in class as well as updating the latest information.

Strengthen links with businesses to create a deep and wide internship environment for students. Internships help students have the opportunity to apply theory to real work, know what they are studying, what to do, thereby realizing the good and bad aspects to find ways to improve themselves to be more suitable with nature of work.

Secondly, Vietnam is limited in resources because Logistics is a new industry that has only received attention for training in the last few years and has only recently had a training code, so the lack of specialized training lecturers in Logistics industry to meet all universities across Vietnam is inevitable. To solve this problem, universities and colleges can invite experienced lecturers from abroad to set up workshops to share experiences. At the same time, strengthen links with universities specializing in Logistics in countries in the region and around the world. Schools can expand student exchange programs to take advantage of resources from abroad, reducing the burden on training human resources in the domestic logistics industry.

Thirdly, Vietnamese students generally lack the initiative in being aware of their majors and learning progress, instead depending on the school's schedule, which leads to graduates not being able to grasp the knowledge they have and lack of ability to orient appropriate work, the appropriate solution to this problem is to have a plan to disseminate specific information about the field of study, study progress and career orientation after graduation of that major for students and ensure that students can grasp and understand correctly and sufficiently the necessary information.

Conclusion

The development of the economy has created great opportunities and challenges for the capacity of the logistics service industry in Vietnam. In which, the role of human resources is always placed at the forefront. In recent years, with the promulgation of policies and legal practices on human resource development as well as the development of training units, the issue of high-quality Logistics human resources is extremely urgent. However, this process still has many

limitations that need tight cooperation between schools, businesses and the whole society.

This study helps educational managers and higher education institutions in Vietnam to recognize the limitations of the current bachelor's degree in Logistics, thereby overcoming them soon. At the same time, it helps students acquire the necessary knowledge and skills in the Logistics industry to meet current and future needs

References

- Ann, M. A., Gyongyi, K., Andrea, M., Alain, V., Luk, V. W. (2013), *Exploring the link between the humanitarian logistician and training needs*, Journal of Humanitarian Logistics and Supply Chain Management, 1(10), p. 129-148.
- N.M. Duc (2021), Solutions to develop human resources in Logistics for Vietnam, Vietnam Journal of Science and Technology, May 25th, 2021, <http://vjst.vn/vn>
- Kovacs, G. and Tatham, P. (2010), *What is special about a humanitarian logistician*, Supply Chain Forum: An International Journal, p. 32-41.
- Mangan, J. and Christopher, M. (2005), *Management development and the supply chain manager of the future*, International Journal of logistics management, 16(2), p. 178-191.
- Trinh, T. T. H., (2016), *Train and develop Logistics human resources in Vietnam*, Foreign Trade University.
- Vereecke, A., Boute, R., Dierdonck, R., and Seernels, S. (2008), *Supply chain managers - who needs them? Insights from a European survey on the profile and the role of the supply chain manager*, White paper, Vlerick Leuven Gent Management Institution.
- James Stock, Douglas Lambert (2000). Strategic Logistics Management. McGraw-Hill/Irwin; 4th edition (December 28, 2000).
- Lourenço, H. R. (n.d.) (2005). Logistics Management. Metaheuristic Optimization via Memory and Evolution, 329–356. doi:10.1007/0-387-23667-8_15