

Review Article

Improving the Quality of the Logistics and Supply Chain Management Faculty According to a Competency-Based Approach at Vietnamese Universities

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Abstract: In the context of global economic integration, the logistics and supply chain management industry is becoming a spearhead sector driving the development of Vietnam's economy. However, the current growth of this industry is facing difficulties due to a shortage of high-quality human resources in terms of both quantity and skills. The teaching activities of logistics and supply chain management at Vietnamese universities still have many limitations and do not meet the specific needs of developing students' capacity after graduation. This article is based on a survey of the general situation of teaching logistics and supply chain management at Vietnamese universities. In which, the current situation of the teaching staff is still lacking in experience and expertise in the field of logistics and supply chain management. In addition, teaching methods are still quite traditional and do not meet the requirements for interaction, application, practical skills, and creative thinking for students. Through analyzing the factors affecting the teaching process, the article introduces a solution to improve the quality of the teaching staff of logistics and supply chain management based on a competency-based approach.

Keywords: Training quality, Logistics and supply chain management, students, competency-based, universities, Vietnam.

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1. Overview of logistics and human resources in the field of logistics in Vietnam

1.1 Overview of Logistics in Vietnam

In Vietnam, the logistics industry plays an increasingly important role in the entire process of society's activities, especially in the production, circulation and distribution of products and services. According to the rankings of Agility 2022, the Vietnamese logistics market is ranked 11th in the group of 50 global emerging logistics markets. The compound annual growth rate (CAGR) in the period 2022 - 2027 of Vietnam's logistics market is forecasted to reach 5.5%, in parallel with the strong recovery of the whole economy after the COVID-19 pandemic. 19 with GDP after the first 9 months of 2022 reaching 8.93% (Agility, 2022). In 2022, Vietnam now has more than 30,000 enterprises registered to operate in the field of logistics. According to the Vietnam Logistics Service Association (VLA), the logistics market has the participation of more than 5,000 3PL logistics service providers, of which 89% are domestic enterprises, 10% are joint venture enterprises. and 1% are 100% foreign owned enterprises providing transnational logistics services, with big

names in the list of 50 largest logistics companies in the world such as: DHL, Kuehne + Nagel, DSV, DB Schenker,... In the field of transportation and warehousing, the number of newly registered enterprises in the first nine months of 2022 increased by 30.4%, the registered capital increased by 85% and the number of employees increased by 24.6% over the same period 2021 (GSO (2022)).

The Government of Vietnam has identified Logistics as an important service industry in the structure of the national economy, which needs to be developed in the direction of bringing increased value, contributing to improving the competitiveness of the economy. Logistics will become a key economic sector to support the growth of domestic production and export to foreign markets in the present and future period. The development goals of the logistics industry to 2025, set out in the Action Plan to improve competitiveness and develop Vietnam's logistics services by 2025, show the determination of the Vietnamese Government in this direction, specifically are: by 2025, the industry growth rate will be 15-20%; Contributing to GDP 8-10%;

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Outsourcing rate 50-60%; Logistics costs are equivalent to 16-20%; The National Capability Index (LPI) ranking reached position 50 or higher.

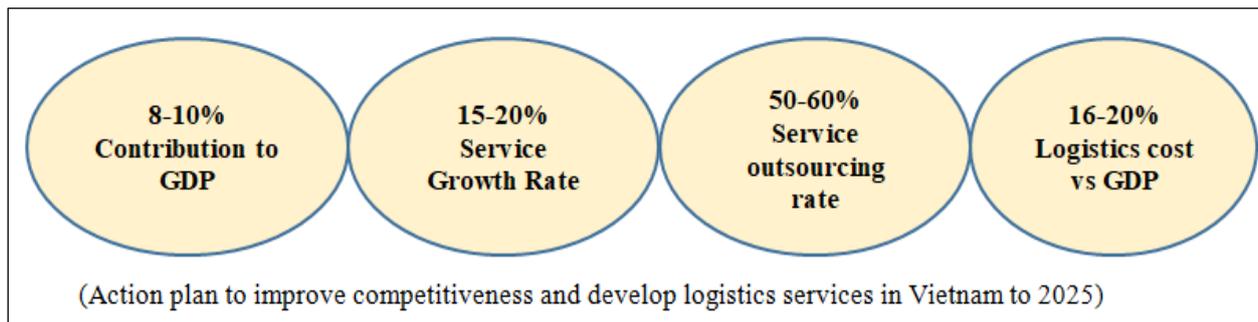


Figure 1: Development goals of Vietnam's logistics industry to 2025

1.2. The current situation of human resources in the logistics industry in Vietnam.

Logistics human resources in enterprises (including logistics service enterprises and commercial production enterprises) are divided into 4 basic types including:

Management - executive personnel are senior managers at logistics service enterprises such as CEO, sales director, operations director, technology director, human resources, finance... or managers in logistics-related departments in commercial production enterprises such as logistics manager/supply chain manager, head of import-export department, head of materials/purchase department director of distribution center mix...

The coordinator - supervisor is a middle-level leader performing functions such as: business management, customer service management, warehouse management/supervision, cargo handling, co-ordination transportation, technology management...

Administrative staff - office staff including legal administrative staff, customs declaration staff, document staff, customer service staff, sales staff, logistics information technology staff, distribution staff data collection...

Technical staff - field operations including warehouse operators (tallying, loading and unloading, packing, delivering...), packing and labeling staff, cargo handling staff (drivers of cranes, forklifts, trailers in warehouses...), transport operators (truck drivers, container trucks...), general forwarders.

Currently, the demand for human resources for logistics and supply chain management is very high and is always in a state of "more demand, less supply". According to the Vietnam Logistics Report 2018 of the Ministry of Industry and Trade, the human resource demand of logistics service businesses in the period from 2018 to 2030 is 1,585,971 people, and Vietnam's

production and business enterprises The South needs more logistics human resources of 634,781 people. Thus, it is estimated that in the period of 2018 - 2030, the total demand for logistics human resources of Vietnamese enterprises (including logistics service businesses and production and business enterprises) is 2,220,752 people. Besides the lack of human resources, the current human resources in the logistics industry in Vietnam also face problems such as:

Lack of professional knowledge: According to some logistics experts, logistics human resources at enterprises are often divided into levels: senior management level; management level and experts; dispatchers, observers and finally technical staff such as packers, forklift operators, warehouse staff, drivers... Except for senior and middle management personnel who have their own requirements In terms of professional qualifications as well as work experience, logistics businesses still create opportunities for new graduates. However, the perception and knowledge of this subject is also incomplete and fragmentary.

Lack of soft skills: One thing that makes logistics businesses unhappy about new human resources is soft skills, which are reflected in their attitudes towards their work. In many cases, students only know the wide range of career opportunities but do not thoroughly understand the characteristics of logistics careers: the field of work is large but busy, pressured and risky. Therefore, many of you did not pass and were forced to change jobs, making the workforce in the logistics industry even more lacking.

Foreign language proficiency related to logistics (mainly English): this is a big obstacle for the young human resources of the industry. Foreign language training at universities and colleges mainly focuses on communication-related skills, not on specialized English, so students are not familiar with industry terms logistics.

Limited level of information technology: Some businesses complain that new graduates still do not meet basic office computer skills such as word processing or working on computers. Excel. In the current 4.0 era, this is really a challenge for the logistics industry.

2. Actual situation of training and teaching staff in training human resources in logistics industry in Vietnam

2.1 The reality of human resource training in the logistics industry in Vietnam

Currently in Vietnam human resource training in the field of logistics and supply chain management includes many levels/levels of training, from short-term training to elementary, intermediate, college, university, after universities and training programs according to international standards.

Short-term training programs are mainly trained by professional associations related to the field of Logistics, such as: Vietnam Logistics Service Enterprise Association (VLA), Vietnam Association of Maritime Agents and Brokers Nam (VISABA), Vietnam Seaport Association (VPA), Vietnam Automobile Transport Association (VATA),... Some logistics enterprises open their own short-term training centers to meet training needs. Logistics personnel of the enterprise itself, as well as providing training services and professional certificates and certifications for other individuals and organizations in need, typically: Saigon Newport Corporation (STC), U&I, Aviation Logistics Joint Stock Company (ALS), U&I Logistics Joint Stock Company,...

In addition, universities, colleges, intermediate schools, centers and institutes of universities now regularly organize short-term training courses to foster knowledge and improve skills for a variety of subjects. at all levels from technical and professional workers; Administration, office to supervise, manage and lead such as: Logistics Training Center of Mekong Subregion - Japan under Vietnam Maritime University, Institute of Logistics and Supply Chain Management (EDINS), School of Logistics and Vietnam Airlines (VILAS),

Vietnam Logistics Research and Development Institute (VLI).

For college, university and graduate training groups, the Logistics and Supply Chain Management major has its own industry code of 7510605 in the Industrial Management industry group (code 75106). Universities continue the trend of opening Logistics and Supply Chain Management majors with the number of enrollments increasing every year. This partly reflects the needs of society in terms of resources, the needs of enterprises require to meet both in terms of quantity and quality; at the same time, creating favorable conditions for training institutions to develop this industry in the country. This has prompted training institutions across the country to build and develop training programs in Logistics and Supply Chain Management at university level. In addition, many universities also simultaneously recruit and train logistics-related specialties in the following 07 industry codes. Industrial Management (code 7510601), International Economics (code 7310106); International business (code 7340120), Business administration (7340101), Transport operation (code 7840101), Transport economics (code 7840104), Marine science (code 784106)...

Logistics training activities are being implemented in many forms: mass training programs, high quality programs or advanced programs, talent programs, integrated programs organized by foreign universities beyond degree. The survey results of the Logistics Report 2021 show that 91.1% of schools train under the mass program; about 11.1% of schools offer high-quality programs integrating FIATA international vocational certificates or advanced English-language programs (such as National Economics University, Foreign Trade University, and University of Science and Technology). Ton Duc Thang University, Vietnam Maritime University, Academy of Finance,...); about 8.9% of schools have training programs awarded by foreign universities (such as National Economics University, University of Transport, Ho Chi Minh City; RMIT University, University of Science and Technology). Commerce,....

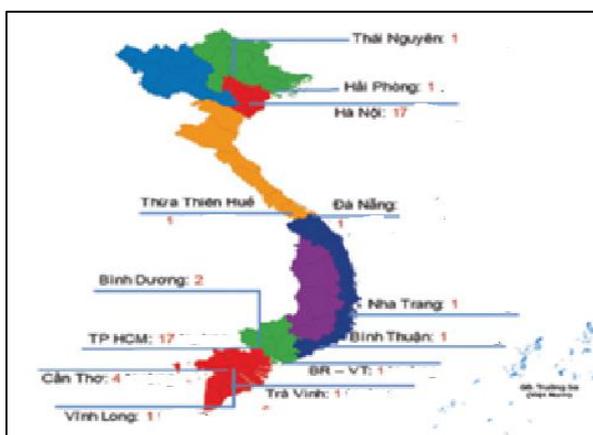
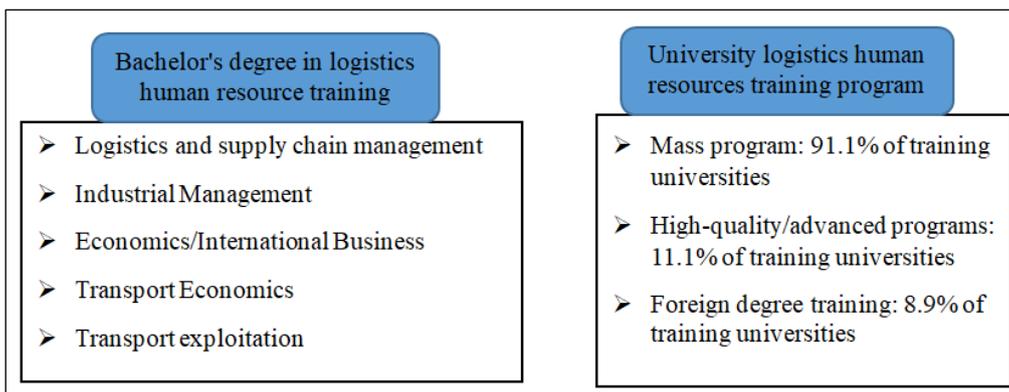


Figure 2: University logistics training



In Vietnam, there are currently 3 forms of logistics training: At university/college level training institutions, at logistics training service providers and at

enterprises. The advantages and disadvantages of these forms of training are shown in Table 1 below.

Table 1: Advantages and disadvantages of different forms of logistics training in Vietnam

Forms of training	Advantage	Disadvantages
At University/College	- Low cost - Does not require initial professional knowledge	- Long training time - Heavy on theory
At facilities providing logistics training services	Short training time	- High cost - Need background knowledge
At the enterprise	- Short training time - Cost savings	- Training in the way of "vocational transmission" should have - Can only know directly related skills to work

Of the three forms of training above, training at universities/colleges is the largest and most frequent source of logistics human resources for the industry.

2.2 Current status and quality of trainers participating in training in the logistics industry.

According to a survey by the Editorial Board of the Logistics Report 2021, the survey data of 428 lecturers participating in logistics training at universities shows that only 7.94% of the lecturers have the correct degrees. Industry/specialization in logistics and supply chain management; Among them, 94.12% of the lecturers have a master's degree and only 5.88% have a doctorate degree. At the same time, 15.42% of the lecturers who are participating in logistics training/specialization have degrees in the fields of transport organization and management, transport economics, economics and international business. ... The remaining 76.64% of lecturers participating in training programs on logistics and supply chain management at universities are now mainly transferring from other disciplines/specialties. Thus, in terms of professional qualifications, this number of lecturers meets the requirements. However, it is also necessary to objectively evaluate some of the following issues:

The teaching staff from the schools are mainly two main groups: The first group is the students with good results who are kept at the school to continue their advanced studies and participate in teaching. The second group is individuals who have worked in enterprises and

returned to school to teach and do scientific research. In the first target group, the main advantage is that the lecturers have solid background knowledge. However, the main disadvantage is the lack of practical experience. In contrast, in the second group of lecturers, who have rich work experience but only have experience working in one field or a small stage in the entire logistics operation, they cannot help students have a comprehensive view on logistics management.

For teachers with many years of teaching experience, foreign language is a barrier. References about logistics in Vietnam are not many and are also outdated. Updating as well as compiling documents that update the world's logistics trends is a difficult and laborious job. In addition, there are still some older lecturers who have a "conservative" mindset, not accepting new changes in their approach to new theories of logistics. This may limit students' thinking and cognitive ability when still looking at logistics management in the current 4.0 period with the perspective of decades ago.

Another factor that reduces the quality of trainers' training is the lack of infrastructure in service of logistics teaching. According to statistics of the Ministry of Industry and Trade in the Logistics Industry Report in 2018, currently only a few schools have simulation software or practice rooms such as Maritime University, Hanoi University of Transport, College of Technology, Thu Duc. In the remaining schools, lecturers mainly

teach students according to theory, not directly solve problems.

Example: In the process of teaching freight forwarding, students will be introduced to basic issues such as processes or related documents. If only teaching theory in class and viewing sample vouchers, students can only remember the name of the voucher but their function or timing is not clear. This is what makes businesses or employers “unsatisfied”. If training institutions have simulation rooms, students practice in the form of "role-playing" to solve arising problems, they will remember it for a long time and when they are recruited, they will be able to work immediately.

Logistics lecturers are lacking and have not been properly trained: Logistics is a new industry with many training institutions today. As mentioned above, although the number of institutions participating in undergraduate logistics training has increased recently, there is even the Association of Universities with logistics training but post-graduate training in logistics. Research, especially graduate students in logistics is still very limited in Vietnam. This is the reason why the logistics research and teaching force is still lacking and thin. Some young lecturers, not much practical experience, have not been properly trained in logistics. There are still very few leading experts in the field of logistics research, the lecturers are mainly experts from other industries who switch to teaching, and there is little in-depth logistics research.

3. Solutions for teaching staff to improve the quality of human resource training in logistics and supply chain management.

Currently, human resource training schools in the field of logistics and supply chain are facing difficulties in terms of faculty resources, especially well-trained lecturers in the right majors, lecturers who are able to teach in foreign languages and teachers with many years of practical experience. Improving the quality of lecturers and experts in human resource training in the field of Logistics and supply chain management in particular is a core issue that needs to be taken care of and implemented in a timely manner. Therefore, in order to meet the needs of resources as well as improve the quality of lecturers in the field of logistics and supply chain management, the authors propose some specific solutions as follows:

3.1. Organize or send lecturers to participate in professional training courses to improve professional qualifications.

Training institutions and schools need to pay more attention to training, improve the quality of lecturers and experts periodically through short-term training programs such as: Fiata Diploma In International Freight Management or FIATA Higher Diploma in Supply Chain; Management or training programs of AFFA... In order to help lecturers and

experts better understand the specialty as well as update the latest knowledge in the field of logistics in the 4.0 era. From acquiring experiences of businesses, plus teaching experience, lecturers can distill the most necessary and easy-to-understand information to convey to students.

3.2 Connecting lecturers with businesses

Before sending students to enterprises, the lecturers themselves also need to understand the characteristics of businesses so that they can best equip students. It is also necessary to send lecturers to study at enterprises because through which lecturers can immediately update new changes in regulations or technology of the logistics industry, thereby making appropriate adjustments to the content and teaching methods. This solution does not cost too much time and money. To strengthen the connection between lecturers and businesses, it is necessary to:

The school develops and implements flexibly the cooperation policy between the school and enterprises, enhancing the comprehensive participation of enterprises in vocational training activities; deploying a model of linking businesses into schools, considering businesses as the second school of learners. At the same time, diversify training models, forms, types and levels; implementing the motto of both ensuring quality and meeting the diverse needs of learners, the needs of businesses and the labor market, etc.

The school develops training programs in the direction of modern, open and flexible with the close participation of enterprises on the basis of output standards. Enterprises are an integral part of the school in the process of training labor resources for the market. The school needs to proactively update and innovate the program in a flexible way on the basis of meeting the output standards in line with business requirements; adjust the internship time frame to suit the business; has a specific plan to invite business representatives to cooperate in training, in which it is necessary to tighten relationships with alumni, because this is an effective connection channel between schools and businesses,... Thus, the link in the training of human resources in the field of logistics and supply chain management between schools and businesses can bring high efficiency.

For entrepreneurs, it is necessary to participate more actively in consulting training programs; participate in training by evaluating and criticizing the program's content so that the school can improve and correct it in accordance with reality; support internships or send experienced business experts to directly teach in extracurricular hours at schools or businesses and participate in the school's teaching. Enterprises need to participate more actively in the training program towards the development of the Industry, contributing to increasing the efficiency of cooperation between schools and entrepreneurs.

Enterprises need to create conditions to foster more capacity of lecturers through practical activities at enterprises. The cooperation between training institutions and enterprises is also reflected in the enterprises supporting the school in implementing dual training, sharing documents and facilities, making forecasts of industry human resource needs, logistics and policies for employees in each period so that the school has a training base to meet the requirements of the labor market.

In order to connect schools and businesses in human resource training activities in logistics and supply chain management, the State should consider supporting a part of the funding for skills training for the workforce working at the business. In addition, there should be policies to encourage as well as create conditions for lecturers of universities and colleges to participate in the practical process at enterprises.

With the development trend of the logistics industry and the era of the industrial revolution 4.0, new logistics services have increased, requiring higher requirements for quality and creative human resources. It is necessary to refer to domestic and international experience, especially of countries with outstanding logistics development such as: Singapore, Japan, Korea, Australia and other European countries..., in order to be able to Developing human resources for Vietnam's logistics industry in a deep and wide direction, it is really necessary to join hands of all 3 "state - school - entrepreneurs" along with close cooperation from domestic organizations – international, individuals and community engagement.

3.3 Invest in infrastructure for teaching and practice.

Lack of practical facilities has a great influence on the quality of lecturers as well as the learning process of students. The professional level of students only stops at the theoretical level.. In the industrial age 4.0 when lecturers and students. There are many opportunities for early access to technology such as the internet, online courses, other electronic learning facilities, etc., it is necessary for teachers to use digital devices. In addition, the school must continue to encourage teachers to use modern, intuitive, and food-related teaching methods. Teachers and students have full teaching and learning equipment such as utilities, business simulation models in the learning process, in the classroom, in the practice room, which will increase the quality of teaching and students enjoy learning with modern gadgets and technology.

3.4 Teachers are encouraged to compile more textbooks and reference materials.

The teaching quality of a training institution and its lecturers depends a lot on the system of textbooks and materials used in the training and fostering process. Therefore, the work of compiling textbooks and documents is always considered by training and fostering

institutions as a job that plays a particularly important role. Compiling and drafting a document for teaching is a tedious and time-consuming job. However, currently, schools still do not have reasonable policies to motivate teachers to do this. Logistics and supply chain management is a new discipline, training in the organization and operation of production and business activities on a large scale, internationally.

Develop and promulgate regulations on the compilation, selection, appraisal, publication, distribution, approval and use of textbooks and training materials in the direction of simplifying administrative procedures to encourage teaching and learning. Participating in compiling and publishing textbooks and documents.

Each document, textbook should encourage two or more lecturers to participate in compilation. In some cases, it is necessary to encourage and invite lecturers and authors from outside the school to participate in the compilation.

Support the author's budget for compiling and publishing or supporting the author in releasing textbooks and documents to students (in case the lecturer actively compiles and publishes without using the university's funds).

Building the school's scientific database for lecturers to update their scientific works such as topics, articles, books, textbooks, documents, etc. While helping to manage scientific activities, editing prepare textbooks and documents to help look up information about the lecturer's scientific background effectively.

3.5 Strengthening cooperation and sharing of teaching experiences of lecturers of schools.

Currently, schools consider teaching staff as their "competitive advantage", so they are still afraid to cooperate with each other. However, in terms of the common goal of improving the level of human resources and improving the logistics capacity of Vietnam, it is thought that cooperation is necessary. Promote the connection and connection between universities, vocational colleges and vocational education institutions, short-term training courses. Encourage joint training and mutual recognition of credits, share management and teaching experiences, and promote scientific research. Strengthen cooperation between education and training institutions to share resources between training institutions such as lecturers, facilities, textbooks, learning materials, etc.

Training institutions and schools need to pay more attention to training, improve the quality of lecturers and experts periodically through short-term training programs such as: Fiata Diploma In International Freight Management or FIATA Higher Diploma in Supply Chain; Management or training

programs of AFFA... In order to help lecturers and experts better understand the specialty as well as update the latest knowledge in the field of logistics in the 4.0 era.

It is necessary to complete the curriculum and teaching materials according to international standards or develop professional skills standards and meet the reality of enterprises. Teaching materials are also a factor that directly affects the quality of training. Therefore, attending programs and periodic training courses is also an opportunity for lecturers and experts to access teaching materials according to international standards such as: FIATA or AFFA. From there, it is the foundation to serve the process of imparting the necessary skills and experiences for future human resources.

Trainers and experts in logistics and supply chain management need to actively participate in practical training courses at enterprises. Thus, from the experience and knowledge applied to the actual process at the enterprise, there will be an overview from theory to practice.

3. CONCLUSION

Human resources in the field of Logistics in Vietnam are currently weak in both quantity and quality. Currently, there are many training schools in Logistics and Supply Chain Management. However, the quality of lecturers and lecturers is still not high and needs attention and improvement to meet the needs of society.

Improving the quality of training as well as lecturers in logistics and supply chain management needs to be through the awareness of each lecturer and the support and special attention of the schools as well as the coordination between the stakeholders such as universities, businesses and associations.

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