

Research on Three-dimensional Teaching Practice Pattern of Human Resource Management in Colleges

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Abstract—According to the analysis of teaching status of human resource management in colleges at home and abroad, major problems are found, meanwhile, the three-dimensional teaching practice pattern of human resource management in colleges is researched through building six function modules of human resources, formulating schedule of practical teaching and building professional laboratories.

Keywords—human resource management; practical teaching; three-dimensional

I. INTRODUCTION

In recent years, enterprises need more and more human resource management personnel. Colleges attach increasing importance to practical teaching in training students major in human resource management. The construction of three-dimensional teaching platform of human resource management plays a key role in deepening students' understanding of theoretical knowledge and training their ability of practical operation in work.

II. ANALYSIS ON TEACHING STATUS OF HUMAN RESOURCE MANAGEMENT IN COLLEGES AT HOME AND ABROAD

In recent years, the practical teaching of human resource management major at home and abroad gets unprecedented development.

As for the time arrangement of practical teaching, in American higher education, practical courses account for 75 percent of all the courses. The time of social practice is 600 to 1,300 hours. Practical teaching in Britain accounts for 65 percent of the total teaching hours. [1] The undergraduate courses of organization and management department in Marshall School of Business in University of Southern California emphasize the functions of human resource management. Students are provided with many practical courses. [2]

With regard to the contents of practical teaching, the practical teaching of human resource management in America values personnel assessment, negotiation techniques, salary administration, employee motivation and decision based on data. [3] Simulation drilling and practice are provided for key

links. Teaching forms are diversified such as lecture course, discussion course, remedial lesson, laboratory course, case study, situational simulation, project study and role play. Students' team-work spirit, innovation consciousness and manipulative ability can be strengthened through student-oriented scientific research activities, teachers' patient guidance and close cooperation between students. Modern teaching tools like VCR, sound recorder and projector as well as telecommunications network are widely used by teachers. In Britain, teaching forms are very popular. Students major in human resource management can obtain more practice posts and opportunities. [4]

III. ANALYSIS ON TEACHING STATUS OF HUMAN RESOURCE MANAGEMENT IN DOMESTIC COLLEGES

At present, the construction of human resource management major has entered the period of organized conscious development. Researches in practical teaching are developing in diversified ways. The existing researches of domestic scholars focus on the practical teaching pattern, the formation of practical teaching system, practical teaching methods and construction of practice platforms in the human resource management major.

As for the practical teaching pattern, Wang Mingqin proposes it includes experiment teaching, case teaching, practical activity, academic report and social investigations in holiday. [5]

As for the formation of practical teaching system, Chen Jinkun and Sun Zhengguo propose the integral practical teaching system includes forms, places and time of practical teaching. It has many forms including course experiment, course teaching practice, professional practice, practical training and production practice, graduation design and social practice as well as consultation service. [6] Nan Zhizhen concludes the practice of practical teaching link in Shanxi Economic Management Cadre College, the demonstration pilot project of human resource management major, and thinks practical teaching is an integral system formed by cognition practice, course practice and comprehensive practice. The period of practical teaching accounts for 40 percent of the total class hour in this major. [7]

As for the practical teaching methods, after concluding the teaching experience, Wang Guijun thinks good teaching methods include case discussion and analysis, scenario

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demonstration and simulation, information retrieval, paper writing, social investigation, project design, video display, special lecture, online self-study, internet interaction, experience exchange with upperclassman, lessons taught by students, activities in human resource association, play activity, visit and inspection. Case discussion and analysis is the most frequently-used and easiest method in teaching because of its characteristics of user-friendly control, low cost, high degree of students' participation and good teaching effects. Furthermore, he addresses teachers can lead students to form groups on research topics, carry out social investigation and "the program under which officials, doctors, scientist and college students go to the countryside to spread scientific and literacy knowledge and offer medical service to farmers" in summer vacation. [8] In order to train college students' employment ability, Sa Rula suggests the provision of "practical classroom", including scenario simulation, group discussion, group extracurricular activities, have informal discussion with successful people and social practice. [9]

The research on the construction of practice platform is popular among experts and scholars at present as well as the highlight of human resource management research. Wang Guijun specifically analyzes the construction of training room and off-campus training base related to human resource management and proposes better effects will be achieved through building training base in personnel exchange center. [8] Chen Jinkun and Sun Zhengguo research the optimal deployment of practical teaching resources. [6] Since 2003, all previous China's Association of Human Resource Development Teaching and Practicing has paid high attention to researches on experiential teaching and the construction of practice base and specialized laboratories, and emphasizes it is urgent and necessary to strengthen practical education. Shanxi Economic Management Cadre College has constructed psychological skill labs, employee recruitment labs, brain lab, human resource practice room, workshop lab and simulation laboratory that simulates the human resource department of enterprises and has taken the lead in practical teaching.

IV. MAJOR PROBLEMS IN PRACTICAL TEACHING OF HUMAN RESOURCE MANAGEMENT IN COLLEGES

Although college teachers in human resource management major have generally recognized the necessity of reforming the practical teaching system, breakthrough progress hasn't been made in theoretical discussion and practical application. From the perspective of the system integrity, the researches of existing literature are fragmented and local. Rare achievements have been made in practical teaching materials, practice and innovation as well as cooperation between industry, university and research related to the development of human resource management major. From the perspective of methodology, most literatures only have thinking and recapitulative and normative description and lack empirical researches and data support. From the perspective of applying value, most researches only conceive and urgently require the development of effective application methods and practical operation procedures. Therefore, we shoulder heavy responsibilities to explore the practical teaching system suitable for

characteristics of human resource management and reality in our country.

V. CONSTRUCT THREE-DIMENSIONAL TEACHING PATTERN OF HUMAN RESOURCE MANAGEMENT IN COLLEGES

A. Construct the practical teaching link based on six function modules

Six function modules of human resource management include human resources strategic layout, employee recruitment and deployment, employee training and development, performance management, compensation and benefit and employee relationship management, covering almost all job contents of human resource management post and referring to the key points of theoretical teaching and difficulties of practical teaching.

In enterprise, on one hand, the work of the previous module is the foundation of the subsequent module. For example, the recruitment and deployment of employees bases on the forecast analysis on demand and supply of human resources in strategic planning. The training and development of employees base on the recruitment and deployment of employees. On the other hand, six modules are entirely with interrelation and harmonious development. Therefore, in the formulation of experiment teaching plan, the practical teaching of the six function modules cannot be independent but carry out coordinated development.

B. Formulate Practical Teaching Schedule in the Whole Process

In time design of practical teaching, refer to the practice of higher education in human resource management major in foreign countries and guarantee the class hour of practical teaching accounts for 50 to 65 percent of the total teaching hours. Make the best of lab resources and carry out practical teaching in winter and summer vacation in eight semesters from freshman to senior. Practical teaching in the whole process includes course experiment, simulation experiment, case teaching, social investigation, post practice and thesis. The practical teaching schedule in human resource management major can be formulated, as shown in "Table I".

TABLE I. PRACTICAL TEACHING SCHEDULE IN THE WHOLE PROCESS

No.	Experimental project	Planned period	Number of groups	Number of people in each group	Function module
1	Position description compilation	8	9	6	Strategic planning
2	Work analysis group discussion	6	9	6	
3	Human resource demand analysis	6	9	6	
4	Human resource supply analysis	6	9	6	
5	Personnel quality model construction	10	9	6	
6	Recruitment demand analysis	4	9	6	Recruitment and deployment
7	Simulation recruitment	8	9	6	
8	Structured interview	10	9	6	
9	Role play	10	9	6	
10	Leaderless group discussion	10	9	6	
11	Hanaper test	10	9	6	
12	Management game	8	9	6	
13	Extempore speak	4	9	6	Training and development
14	Training demand analysis	6	9	6	
15	Training demand interview	10	9	6	Performance management
16	Personnel training practice	12	9	6	
17	Employee quality development	12	9	6	
18	KPI application practice	12	9	6	
19	360°assessment simulation	14	9	6	
20	Performance feedback interview	8	9	6	Salary management
21	BSC application practice	8	9	6	
22	Salary design analysis	8	9	6	
23	Salary interview	12	9	6	
24	Salary and welfare calculation practice	10	9	6	
25	Simulation of salary design	12	9	6	Employee relation management
26	Salary case analysis	14	9	6	
27	Case analysis in New Labor Law	12	9	6	
28	Simulation of labor dispute settlement	16	9	6	Combined training
29	Labor relations management in well-known enterprises	12	9	6	
30	ERP Sand Table Simulation	14		6	First training in winter and summer vacation
31	Occupational image-building	6	9	6	
32	Occupational quality experience	12	9	6	
33	Professional quality expansion training	12	9	6	
34	Post model cognition	12	9	6	Second training in winter and summer vacation
35	Social investigation	20	9	6	
36	Post practice	20	9	6	Third training in winter and summer vacation
37	Thesis	20	9	6	Fourth training in winter and summer vacation

C. Create Professional Practice Laboratory

In order to train applied, compound and innovative talents, three-dimensional laboratory integrating elementary lab, professional characteristic laboratory and comprehensive research laboratory in human resource management major is created. The design of laboratory should fully integrate the existing experimental resources and meet the requirements of software at different levels. We should combine the advantages of traditional teaching pattern with modern teaching methods and carry out collaborative interaction of different experiments on the unified platform of the experimental center, in order to create a real and integral environment for human resource management in enterprises for students.

VI. CONCLUSION

The education of human resource management major only has a history of about twenty years in our country and

hasn't formed perfect teaching patterns and systems so far. The talent training pattern that values theory instead of practice has always been a defect in education of human resource management major. It is an effective method to build platform of three-dimensional teaching application practice in human resource management in order to train compound and applied talents required by enterprises and society.

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