

# Design of Practical Teaching System for the Core Course of Human Resources Management Specialty

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**Abstract**—Referring to the objectives and requirements of the teaching syllabus of the core course of human resources management specialty, this paper establishes the practical teaching system of classroom practice teaching, school experiment platform and social practice platform, extends from multi-level and modular experiment curriculum system to social practice platform, improves students' practical ability and completes the whole process of training human resources management practice ability.

**Keywords**—Human Resources Management; Core Curriculum; Practice Teaching

## I. INTRODUCTION

Human resource management is a profession with high application and practical requirements. At present, the employing units require graduates not only to have basic theoretical knowledge but also to have the comprehensive quality and professional ability of the major. Especially at the practical operation level of human resources, higher requirements are put forward. It is necessary to cultivate the practical skills of the students majoring in human resources management. The mastery of knowledge and skills of the students majoring in human resources management is basically learned from their core professional courses, which includes the functions of human resources management. The core course defined in this paper are organization and job design, recruitment and recruitment, training and development, performance management, salary management, human resources strategic planning, career development planning, labor relations. How to implement the practice teaching of the core course in the training program of human resources management specialty is particularly important. Let the theory taught in the core curriculum be combined with the needs of enterprises. On the one hand, it can stimulate students' learning motivation, on the other hand, it plays a positive role in deepening knowledge and understanding skills.

## II. CLASSROOM PRACTICE TEACHING DESIGN OF THE CORE COURSE OF HUMAN RESOURCES MANAGEMENT MAJOR

In the design of the practical teaching system of the core curriculum of human resources management specialty, the design of the classroom practice of the curriculum mainly includes four aspects: the cognition of the practical teaching, the teaching method, the examination design, and the

evaluation design.

### A. Cognitive Design of Classroom Practice Teaching for the Core Course of Human Resources Management Major

The classroom practice teaching of the core curriculum of human resources management specialty plays a positive role in promoting students' understanding of theoretical knowledge. Each core curriculum has 8 to 16 hours of classroom practice. It is necessary to understand and understand the curriculum from the perspective of practical teaching.

#### 1) Cognition of the Nature, Characteristics, and Position of the Course from the Perspective of Practical Teaching

Practice teaching is an important means to help students deepen their understanding of professional theoretical knowledge. It can effectively stimulate students' enthusiasm for learning, emphasize hands-on operation, and internalize knowledge and skills. This requires teachers to recognize the nature, characteristics, and status of the curriculum from the perspective of practical teaching. For example, the course "Organizational and Job Design" is the core course of the human resources management specialty. The first course is an introduction to human resources management. The second course includes training and development, salary and welfare, performance management and recruitment, and talent evaluation. It is to build the professional skills of human resources management students. Basics. In the course of Organizational and Job Design, we should strengthen the understanding and application of skills, because job analysis and job evaluation in the course are the important preconditions for follow-up courses. After fully recognizing the importance of curriculum practice, teachers should ensure students' mastery of important knowledge points and skills by fully linking theoretical hours with practical hours in class and lay a good foundation for this platform.

#### 2) Examining Students from the Perspective of Practical Teaching

Dealing with human resources management majors of different grades, we should also carry out practical teaching in accordance with students' knowledge level, not for practical teaching. Taking students as the basic starting point of teaching and proceeding from the actual situation of students, diversified teaching designs are adopted to enrich the practical classroom, so that students of every grade can understand the content of practical teaching and truly grasp the professional skills involved in the course.

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## *B. Design of Classroom Practice Teaching Method for the Core Course of Human Resources Management Major*

In order to improve the effect of classroom practice teaching of the core course, flexible and diverse practical teaching methods can be adapted to ensure the effect of practical teaching.

### *1) Application of Scenario Simulation Method*

The scenario simulation method is to simulate a situation in classroom teaching, let students assume that they are in this situation, according to the simulation of the situation let students experience. Through group and individual forms, put students in a certain situation, through the students' on-the-spot play to exercise students' ability to use knowledge, and increase students' skills. For example, in the course of recruitment and talent evaluation, students can simulate recruitment in the classroom. They can act as recruiters and candidates to experience the recruitment process and master the methods of a recruitment interview. At the same time, students can make recruitment announcements, publish recruitment information and so on. In the process of grouping about 8 people, students can better grasp the process and methods of recruitment.

### *2) Application of Role Conversion Method*

The role-switching method refers to the exchange of roles between teachers and students in classroom teaching, highlighting students' principal position in the classroom, and optimizing students' listening mode. For students, the "role-switching method" improves their initiative and enthusiasm in learning. Through role-switching, students' subjectivity can be brought into play, and students can be given a certain opportunity to show themselves. On the one hand, it can enhance students' interest in learning and make them passive and active from dull learning. On the other hand, it can also train students' ability to analyze and deal with problems. For example, in the classroom learning of performance feedback interview, we let students play the role of interviewer and interviewee respectively on the platform, let students deeply understand the operation process of performance feedback interview after class through a lot of reading and thinking, and in the classroom through role-playing. In the classroom, students feel very simple, but really, when they prepare for performance feedback interview. After the drill, it was found that the effect of the performance interview was greatly reduced without adequate preparation, and the students felt deeply after the drill. For understanding the course content, understanding the work of teachers has a deeper understanding, teaching effect is good.

### *3) Application of Case Analysis*

Case analysis method refers to making the problems in the practical work of enterprise human resources management into cases and giving them to students for analysis and discussion. Each course in the core course of human resources management is a functional module of enterprise human resources management. Each functional module can collect the latest fresh enterprise cases for students to think about. In the case of collection, we can discuss the recent hot social issues. For example, in view of the video and text materials that female tenants of the Heyi Hotel in Beijing were dragged

by strangers in May 2017, we discuss with students the responsibilities and qualifications of hotel security, so that the teaching of theoretical knowledge can be more grounded, and the students' abilities of analysis, judgment, and problem solving can be trained.

### *4) Application of Expert Teaching Method*

Expert teaching method refers to employing professors, experts and industry elites of human resources management specialty to give lectures to students and guide professional practice, making full use of the advantages of experts' disciplines and practice, demonstrating the practice of classroom model teaching for teachers, improving the effect of classroom teaching, and improving the basic skills of teachers' practical teaching.

## *C. Design of Practical Teaching Examination Mode for the Core Course of Human Resources Management Specialty*

For the assessment of practical content teaching, we should insist on the combination of process and result, qualitative and quantitative.

### *1) Skills Simulated Operation*

In the practical teaching examination of the core course of human resources management specialty, for the module of professional skills, the assessment can be carried out through the form of skill simulation operation, such as salary management course. For the content of salary design, on the one hand, it can give students a group of position data of enterprises, so that students can draw salary structure chart according to these data, on the other hand, it can also give the salary of enterprises. Remuneration data allows students to explore whether the salary design of this enterprise is reasonable through the calculation of salary gradation, salary change ratio, salary overlap rate, and other indicators, and adjust the data for problems. To further consolidate the operation of professional skills.

### *2) Case Analysis Demonstration*

In addition to skill simulation operation, it can also test the functions of recruitment, training, performance and so on according to the actual cases of enterprises. Through the demonstration, discussion and result analysis of enterprise practice cases, we can check whether the professional skills of human resources management mastered by students in the classroom are enough to deal with the practical problems in enterprises. We can further analyze how the classroom teaching objectives of the core course of human resources management should be linked up with the post objectives of enterprises, and constantly adjust the four links of teaching, teaching, examination, and use. To optimize classroom teaching and improve students' professional practical ability.

## *D. Design of Practical Teaching Evaluation for the Core Course of Human Resources Management Specialty*

When evaluating the practical teaching of the core course of human resources management, we should first emphasize the assessment of comprehensive application ability, multi-dimension and multi-level evaluation of the project. Whether it is the classroom practice teaching of the course or the specially offered practical courses of human resources

management, we should emphasize the test of application ability in the assessment of the practical part, and conform to the course of human resources management specialty. Requirements of actual operation level. Each course carries on the diversified evaluation according to the curriculum goal and the corresponding post goal. Secondly, it is necessary to improve the relevant system of practical teaching management of human resources management specialty and to formulate the evaluation scheme of practical teaching in and out of school. Specific and definite provisions should be made for the teaching design of practical learning, the specific links of practical teaching and the qualifications of practical teachers.

### III. CONSTRUCTION OF ON-CAMPUS EXPERIMENTAL PLATFORM FOR THE CORE COURSE OF HUMAN RESOURCES MANAGEMENT SPECIALTY

Starting from the training objectives and requirements of the curriculum of human resources management specialty, according to different teaching hours, an in-school experiment project based on students' vocational ability training is established. To construct a multi-level and modular experimental curriculum system, the design of experiment, the method of experiment and the skill training of experiment embody the general and comprehensive characteristics due to the internal relationship between the knowledge system of professional courses and the intersection and integration of disciplines.

#### A. Human Resource Management Laboratory

Human resource management sand table includes physical sand table and electronic software sand table, which can meet the practical requirements of 8-56 hours of professional courses. In the sand table experiment, a team is set up to simulate the operation of a company. Each student holds a position and simulates a human resource role. Each role has the ability requirements and tasks close to the actual position. According to the number of students, it can be divided into 8-10 companies. Each team takes advantage of the advantages of different members, cooperates with each other, participates in competition and confrontation in the fierce market, and achieves six-year operation of the company. For example, performance appraisal supervisors can train the following professional skills through sand table exercises: (1) Establishing a performance appraisal system, analyzing and designing KPI (Key Performance Indicators) of the company. (2) Manage and control the business process of the whole company, and control the implementation of KPI (Key Performance Indicators) of management. (3) Monitor the value promotion of employees in the company. Compared with classroom teaching, this kind of physical exercise students have a high enthusiasm for learning, and through the form of group confrontation, stimulate students competitive spirit, the experimental results are good.

#### B. Laboratory for the Core Course

In addition to the comprehensive sand table covering all courses of human resources management, there are also practical sand tables specially designed for the core course of human resources management specialty. For example, job

analysis sand table is designed for organization and work, which can make up for the shortcomings of classroom teaching to a certain extent and mobilize the enthusiasm of students. Let students complete job design, job evaluation and so on by themselves in computer software according to the job information given by enterprises. It plays a positive role in promoting the understanding of theoretical knowledge. The cultivation of students' practical ability is a hierarchical and step-by-step process. With the gradual deepening of human resources management professional knowledge learning, Sand Table Training through the core professional courses can effectively stimulate students' self-learning awareness and improve students' practical ability. At the same time, through the training of each core course and the comprehensive sand table of human resources management, students can deepen their understanding of theoretical knowledge, improve the proficiency of skill operation, train their thinking ability of analyzing and solving problems, and at the same time, help to improve their professional competence.

#### C. Simulation training platform.in-school

Organizing human resource management teaching in simulated company environment requires students to regard themselves as real human resource managers. In this simulated training platform, students can be helped from the aspects of organization structure, Department design, post setting, post evaluation, performance evaluation, salary design, and personnel allocation, etc., which were initially established by the company. Tamping human resources skills, to a certain extent, can meet the actual needs of human resources skills in enterprises. Students are motivated to learn and enthusiastic. Through the simulation training platform, students can know how to do human resource management better.

### IV. CONSTRUCTION OF SOCIAL PRACTICE PLATFORM FOR THE CORE COURSE OF HUMAN RESOURCES MANAGEMENT

The construction of social practice platform can enable students to operate in practice, improve students' practical ability, and then complete the whole process of human resources management practice teaching and training mode. Through the combination of centralized practice and students' independent practice, we can use the knowledge and methods we have learned to deal with human resources management business in the real business environment, and cultivate the application ability. Social practice platform can help students find human resource management practice positions through the construction of a practice base or negotiation with a talent exchange center. Social practice platform is a platform to truly test students' professional skills. In the real human resources management department of enterprises, students actively participate in the real human resources operation of enterprises according to their positions, such as recruitment commissioner, training commissioner, personnel commissioner, etc. By communicating with employers, they can understand the situation of students' work and carry out professional skills in the link of feedback to school practice. The ability of targeted training.

## V. CONCLUSION

By analyzing the content of the practical teaching system design of the core curriculum of human resources management specialty and combining with the front-line teaching experience, this paper first puts forward the idea of attaching importance to classroom practice and making students interested in the first time of expertise output around the "classroom revolution". Secondly, through the construction of the experimental platform and social practice platform in school, further improve students' professional skills training, so that the core skills transmitted in the core curriculum can be fully understood and mastered by students. In the follow-up study, we will focus on tracking the effect of practical teaching and further improve the design of practical teaching system to serve the needs of students. The cultivation of practical talents.

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