

Research on Optimizing the Training of Students Majoring in Labor Relations in Applied Universities

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ABSTRACT

Labor relationship is a social economic relationship between laborers and labor users to realize the labor process. Whether the labor relationship is harmonious or not is related to the vital interests of employees and the sustainable development of enterprises. Some scholars put forward that the starting point of the study of labor relations was the 1860s, and western countries' research on labor relations began to flourish in the 1930s. However, China's research on labor relations is relatively late, which has caused problems such as low popularity of labor relations majors, obvious "imported goods" characteristics, unreasonable curriculum settings, and closed-style teaching. This paper mainly takes the form of literature research to study the direction of labor relations talent training, and analyzes its existing problems. At the same time, measures such as clarifying the direction of characteristic teaching, building a systematic knowledge system, clarifying the direction of employment, and building a multi-level curriculum structure and so on are put forward with a view to providing suggestions for the development of labor relations major.

Keywords: labor relations discipline, labor relations major, talent training

I. INTRODUCTION

With the rapid development of social economy, various types of enterprises, arbitration institutions, law firms, etc. are also growing, and labor relations problems are also increasing. However, mature and harmonious labor relations have become a central issue for the stable development of enterprises and society. Therefore, in order to meet the needs of social and economic development and establish harmonious labor relations, how to cultivate professional theoretical knowledge, and master the methods of coordinating and handling labor disputes, and good communication skills and collaboration spirit are the current focus of labor relations professional training.

II. LITERATURE REVIEW ON THE CONCEPT AND DEVELOPMENT OF LABOR RELATIONS

Labor relations refer to the social economic relationship between laborers and labor users and related organizations to realize the labor process (Chang Kai, 2005) [1]. "劳动关系" is translated from the English term "labor relations". It is the general term for the social and economic relations formed in the labor

process between employees (laborers) and employers (the name of employing units in China). The earliest labor relationship originated from Japan. The definition of labor relationship in the Labor Law of the People's Republic of China refers to the use of labor ability by laborers to realize the economic and social relationship between laborers and the employers during the labor process (Cheng Yanyuan, 2007) [2]. The concept of labor relations in the modern sense was produced in North America from 1910 to 1920, mainly in the United States. At this time, industrial relations was also known as employee-employer relations (Tang Mine, Liu Lan, 2017) [3].

Zhu Fei and Xiong Xinfu proposed that labor relations is a multidisciplinary research issue. Although scholars in economics and sociology have discussed labor relations a lot, the starting point for labor relations research should be Karl Marx's theory in the late 1860s. Theory (Zhu Fei, Xiong Xinfu, 2012) [4] Chinese research on labor relations is relatively late. Since the 1970s, China began to pay attention to labor relations. In the mid to late 1990s, Chinese colleges and universities actively explored the teaching of labor relations courses. Up to now, a total of 11 colleges and universities in China have set up labor relations undergraduate majors. Therefore, research on the discipline of labor relations is helpful to provide corresponding theoretical support for the government

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when formulating labor policies. At the same time, how colleges and universities train labor relations professionals and how to train more applied and academic research talents for the society are also the focus of scholars' research.

III. THE STATUS AND SIGNIFICANCE OF THE LABOR RELATIONS PROFESSIONALS TRAINING

For the training of labor relations professionals, it's needed to implement the basic principles of integrating theory with practice and applying what students have learned. In teaching, it's necessary to adhere to the combination of systematicness and practicality to achieve the "extensive and profound" (Mao Zengyao, 2005) [5] [21]; from the perspective of the professional construction of labor relations, studying the strategic management of labor relations will lay a solid theoretical foundation for the construction of labor relations (Tang Mine, 2010) [6]; in reality, the main problems of employees in labor relations are as follows: the first is the low degree of professionalism, and the second is the low job competence (Yang Guanlai, Zhao Xiaoshi, 2015) [7]. Labor relations is a multi-disciplinary supporting major, and this feature requires students to have comprehensive abilities, so this major requires more practical projects (Wang Kui, Zheng Zhiyuan, 2017) [8]. Students majoring in labor relations not only need to have the ability to independently perform specialized technical work in the field of labor and personnel, but also should become high-level talents who can meet the needs of socialist modernization (Zhao Huijuan, 2017) [9]. The draft of the Education Reform and Development Plan clearly states that the talent training model of Chinese universities in the new era is mainly based on "applied, skill-oriented, and compound". Therefore, when cultivating talents in major colleges and universities, teachers should not only pay attention to the theoretical knowledge of students, but also need to cultivate students' practical ability, so that students can continuously improve their basic skills in the learning process. The training of labor relations professionals should be based on the principle of "wide-calibre, thick foundation, and strong characteristics", focusing on the three aspects of improving quality, enriching knowledge, and strengthening capabilities (Qin Jianguo, 2010) [10].

Generally speaking, most of the work performed by labor relations majors is the human resources department of the enterprise, and human resource management, as an important function of enterprise management, plays a key role in the development of the enterprise. The main reason is that human resource managers have multiple competencies, which requires labor relations students not only to master strong professional knowledge, but also to apply the

knowledge they have learned to practice. Kaufmann concluded in his research: There are obvious differences between labor relations and human resource management in terms of the subject of solving labor problems, the perspective of analyzing employment relations, the goal pursued, the hardness of employees' interests, the understanding of the relationship between employers and employees, the understanding of management power, the understanding of conflicts, and the attitude towards trade unions and governments (Bruce E.Kaufman, 2001) [11]. The labor relations major must first set standards: core courses must be established, comprehensiveness and innovation must be emphasized, and teaching methods must be reformed; the second is to innovate the model: it should take innovative training models as a breakthrough, and strengthen practical education as a key link to improve the quality of labor relations majors (Liu Guiqin, 2012) [12].

Therefore, in the teaching process, it is necessary to clarify the training direction of labor relations professionals, give students the correct guidance, and send more outstanding talents to enterprises.

IV. CURRENT SHORTAGES IN THE TRAINING OF LABOR RELATIONS PROFESSIONALS

The major of labor relations is an emerging discipline in China. It is an ad hoc major with major code 122211T. In sorting out the relevant literature and actual teaching, this paper finds that there are following problems in the development of this major:

First, the characteristics of "imported goods" are obvious. The professional content of labor relations involves a wide range of fields, including law, economics, management, sociology, and psychology. These disciplines have differences in values, basic premise assumptions, beliefs, and methodology, and are far from reaching a consensus (Wang Yongzhong , 2015) [13]. And these present competitive advantages and disadvantages in labor relations. Although after the Second World War, labor relations research has not formed a unique research method and research paradigm, it has formed a multidisciplinary comprehensive research field (Wu Qingjun, 2015) [14].

Second, the curriculum structure is unreasonable. There are many problems in the labor relations curriculum, such as unreasonable structure, simple content, no innovation, etc. Many students can't form a relatively systematic knowledge chain in the four-year study career (Liu Na, Zhang Xiaomeng, 2017) [15]. Therefore, it is difficult to achieve the purpose of broadening students' horizons. These courses are inadequate and often have a big gap with the fast-developing market economy, which is very detrimental

to the cultivation of students' comprehensive ability, and the teaching content is more repetitive.

Third, the closed teaching is mainly used. It is based on instillation teaching, mainly in the way of classroom teaching, imparting theoretical knowledge to students, and causing students to have a poor understanding of the application of theoretical knowledge and lack of sensitivity to actual labor relations issues (Li Yujie, 2018) [16]. The labor relations major is a highly applied major. Its teaching content needs to be combined with a large number of practical cases to improve students' ability to master professional knowledge, strain capacity, communication ability, and collaboration ability. However, a large number of schools currently mostly use closed teaching when teaching students of labor relations majors, which is rarely combined with the real outside world.

Fourth, there is less combination with practice. The labor relations major is a major that combines theory and practice, and especially in practice, it has very high requirements for students. No matter how wonderful the case is and how real the experimental simulation is, the students are only provided with indirect experience, and it is difficult to really stimulate their own initiative in the learning process (Jia Haiyan, Zhang Hongfeng, 2013) [17]. According to this survey, when recruiting students of this major, employers not only require students to have strong professional knowledge, but also require students to have good communication skills and teamwork skills. And the possessing of these abilities requires the accumulation and precipitation in the course of practice. Therefore, in the course design of labor relations majors, in addition to the required theoretical courses, students should be arranged more for substantial operations, so as to create a good opportunity for the future employment of students.

V. SUMMARY AND SUGGESTIONS

The 2011 National Harmonious Labor Relations Experience Exchange Conference proposed that a work pattern of party committee leadership, government responsibility, social coordination, and participation of enterprises and employees should be formed. In an important speech, General Secretary Xi Jinping particularly emphasized that the construction of harmonious labor relations should be regarded as an important and urgent political task. In 2015, the State Council issued the "Opinions on Building a Harmonious Labor Relations" to arouse the attention of all sectors of society to labor relations (Zhao Xiaoshi, 2016) [18]. The Guangdong Provincial Committee of the Communist Party of China and the People's Government of Guangdong Province implemented the "Opinions of the Central Committee of the Communist Party of China and the State Council on Building Harmonious Labor Relations" and the implementation

opinions were subsequently promulgated, highlighting Guangdong Province's determination to build harmonious labor relations and promote sustained and healthy economic development and social harmony and stability. As of June 18, 2019, there were 154 ordinary universities in Guangdong Province¹, however, only Guangdong University of Finance and Guangzhou College of Technology and Business have set up undergraduate majors of labor relations. According to data from Gridsum.com, from January 2018 to April 2019, the number of labor dispute cases in Guangdong Province ranked first in China. Under the dual pressure of the severe external environment and economic growth, especially at the time when the Guangdong-Hong Kong-Macao Greater Bay Area is booming, it is even more necessary to have a large number of labor relations graduates who understand professional knowledge and can work after graduation to enter various enterprises, so as to contribute to the harmonious, orderly and healthy development of Guangdong's economy.

Therefore, after sorting out the relevant literature, in terms of optimizing the training model of labor relations professionals and promoting the growth of labor relations students, this paper puts forward the following suggestions:

A. Clarifying the direction of characteristic teaching

The major of labor relations is a highly practical subject. Students should be positioned according to their own professional characteristics and preferences in order to find a suitable job position, and teachers should actively tutor students. In teaching, teachers should first focus on the training requirements of applied talents, cooperate more with external labor unions, enterprises, arbitration committees and other related organizations to strengthen their own applied knowledge, and build themselves into "double-professionally-titled and dual-ability" teachers; at the same time, diversified teaching modes should be adopted, such as discussion, research, enlightenment, and commentary in order to motivate students to learn independently and increase their curiosity and creativity. Meanwhile, it is necessary to create various professional practice bases and strengthen the links of practice teaching.

B. Building a three-dimensional knowledge system

In terms of teaching goals, the teaching of core and main courses in applied technology universities should enable college students to master the core knowledge and technical skills for professional work. In terms of teaching content, it should be in line with the actual professional work standards of industry enterprises as

¹ Bendibao. <http://gz.bendibao.com/>

much as possible (Zhong Kunming, Zeng Shilan, etc., 2017) [19].

Therefore, in professional education, it is not only necessary to have objective laws on labor management at the organizational level, but also to learn to manage working relations and the mechanisms to protect workers' rights. At the same time, it's needed to let students master the relevant knowledge of labor unions. The central issue that needs to be paid attention to in labor relations should be the work rules negotiated by senior managers and labor union leaders (John Dunlop, 1958) [20].

C. Clarifying the direction of employment

In order to meet the needs of China's economic development, more and more colleges and universities are focusing on the training of applied talents. In the process of training applied talents in labor relations, enterprises, labor union organizations, arbitration institutions, and grassroots service positions should be used as the basis to provide better services to enterprises, institutions and society. In order to enable students to smoothly integrate into vocational positions, it should strengthen its positioning of vocational training, continuously improve the role transition of graduates, and provide better services to employers.

It can be seen from this that in the process of training students majoring in labor relations, in addition to professional knowledge learning, colleges and universities should exercise more practical cases, and combine theory with practice. At the same time, colleges and universities should keep up with the pace of development of the times, make timely adjustments in accordance with economic development and enterprise needs, and increase the breadth of knowledge, so that students can not only master the most basic professional knowledge, but also have the basic ability and quality to resolve labor disputes, improve their communication skills, and make them more comprehensive in terms of knowledge to increase employment opportunities.

D. Building a multi-level curriculum structure

Due to the unreasonable curriculum structure, the knowledge framework that students learn is limited. Therefore, improving the curriculum and adjusting the knowledge structure of students in time is the focus of current teaching. It's important to achieve a combination of systematicness and practicability and to achieve the "extensive and profound". The so-called "systematicness" means that the content of learning should be "extensive", which can help students comprehensively and systematically understand the specific problems of labor relations in different angles. The so-called "practicability" means that the content of learning should be "profound" so that students can

accurately understand and solve problems (Mao Zengyao, 2005) [5].

E. Learning to unite knowledge and action

In response to the increasing number of labor disputes in Guangdong Province, it urgently needs students with professional knowledge and problem-solving ability to enter the society to mediate conflicts as soon as possible. For applied undergraduate colleges and universities, although the training goals of different schools have different industrial and geographical orientations, the types of talents they train are all applied talents working in the front line of production, management and service (Wu Xiaoyi, 2009) [21]. Teaching-oriented universities pay more attention to the training and development of work skills and the integration of theory with practice. Research universities should also pay attention to the cultivation of abilities, mainly the training of comprehensive quality, research ability and non-cognitive skills, to change the situation of "one's knowledge acquired doesn't fit him for practical use, and one's practical use doesn't come from what he has learned" (Zeng Xiangquan, 2013) [22]. In order to change concepts, colleges and universities should clearly distinguish the different functional positioning of teaching universities and research universities, and clarify the different training mechanisms from other universities. And education and guidance should be carried out according to the characteristics of students to improve the overall quality of all students.

VI. CONCLUSION

With the continuous development of society, enterprises need more compound talents. With the increase in labor dispute cases, labor relations issues have received great attention from the state, society and enterprises, and the demand for labor relations professionals has also increased. This research mainly summarizes the current situation and significance of labor relations talent training in China, expounds its training direction, analyzes the shortcomings of labor relations professional talent training, analyzes relevant survey data, and finally puts forward some suggestions to continuously improve labor relations talent training direction. The research in this paper also has certain limitations, and the research on theoretical literature is not comprehensive and thorough enough. For the training model of talents, how to better adapt to the needs of society requires continuous exploration and verification in practice.

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