

Construction of Human Resources Management Practice Teaching System based on Applied Talents Training

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Abstract—Along with the society's stronger demand for practices of students of human resources management (HRM), the construction of practice teaching system shall be the key channel for the cultivation of practice talents, especially in local universities and institutions. Combining with the practice of HRM construction in Langfang Teachers University, based on the introduction about the necessity of construction of practice teaching system, the construction content, guarantee measures, and implementation effect of practice teaching system for the cultivation of applied talents of HRM are put forward in this paper, which is in favor of the cultivation of applied talents of HRM.

Keywords- Human Resources Management, Practice Teaching System, Applied Talents Training

I. THE NECESSITY OF CONSTRUCTION OF HRM PRACTICE TEACHING SYSTEM

The whole-course HRM practical teaching is a complete teaching process performed all the time in the university, which is a practice teaching mode comprised of simulation experiment, course experiment, case study, social survey, off-campus internship, and graduation thesis. Students' skills and practice ability can be enhanced in the practice teaching. However, it is a urgent issue to make full use of practice teaching and formulate a systematic and complete practice teaching process in line with students actual demand, which leads to a featured cultivation mode. According to the survey result of Enterprise Human Resources Manager Office of Occupation Skill Appraisal Center of the Ministry of Labor and Social Security, the skills of HRM personnel can be summarized into 5 aspects including communication ability, problem-solving ability, talent identifying ability, professional knowledge level, and new knowledge acceptance ability. However, due to various reasons, students of HRM are not clear about the objective, requirement, and basic skill of the major and lack of motive power for initiative learning. Therefore, it is a key channel to realize the objective of applied talents cultivation by enhancing students' practice ability and emphasizing the comprehensive development of knowledge ability and quality. HRM is a subject with strong application nature, so the practice teaching link is critical in the subject cultivation program and is a key teaching link to realize the objective of

applied talents cultivation. Based on this, combining with the requirements for applied bachelor education, referring to relevant domestic and foreign teaching concepts, it is necessary to reform current cultivation mode of HRM, stimulate students' learning potential, cultivate students' practice skill; and improve students' cultivation quality.

II. CONSTRUCTION OF HRM PRACTICE TEACHING SYSTEM

A. Construct the hierachical practice teaching system with the mainline of ability cultivation

Based on the economic and management virtual simulation lab center in Hebei Province, through the exploration of tens of years, HRM major of Langfang Teachers University constructs 3 kinds of practice teaching platforms including lab, internship and training base, and innovation research closely surrounding the cultivation of students' practice operation ability, comprehensive ability, and innovative research ability, leading to a practice teaching system comprised of the hierachical contents including basic experiment, professional experiment, comprehensive experiment, and application innovation.

Basic experiment level: mainly include basic course experiments such as management, organizational behavior, and management psychology; mainly cultivate students' basic communication ability, interpersonal relationship handling ability, analytical ability, and problem-solving ability.

Professional experiment level: mainly include professional course designs such as work analysis, recruitment and allocation, training and development, personal quality assessment, performance management, and salary management; mainly cultivate students' self-learning ability, and systematic analytical ability to enhance their understanding of HRM module and have good professional quality.

Comprehensive experiment level: mainly include graduation thesis, enterprise operation management sand table simulation, Kingdee K3 HRM information system; mainly cultivate students' comprehensive application ability, independent analytical ability, and ability of formulating comprehensive HRM solution program.

Application innovation level: mainly include simulation recruitment, absolute channel, enterprise operation management and table simulation and student scientific

research; mainly cultivate students' innovation spirit, strict scientific research attitude, and teamwork spirit.

B. Optimize and integrate the practice teaching courses

According to the talent cultivation objective of HRM major, oriented by knowledge transfer, ability cultivation, and quality improvement with coordinated development, surrounding the ability cultivation, the practice teaching courses are optimized and integrated. According to the cultivation objectives of various majors, the practice teaching periods are included in different terms during the four years in university. In addition, the practice teaching is divided into 7 types: Military Theory and Practice, Social Practice, Know Internship, Course Practice, Course Design, Graduation Internship, and Graduation Thesis. 7 types of practice teaching belong to three levels including basic practice teaching, comprehensive practice teaching, and innovative practice teaching. According to the demand of professional talent cultivation, a reasonable organization and arrangement is made for various practice teaching links. The basic practice teaching is in four years of the university. The comprehensive practice teaching is mainly in Grade 4. The innovative practice teaching is mainly in Grade 3 and Grade 4. Graduation internship and graduation thesis are the most important practice courses. Graduation internship is mainly completed by the university-enterprise cooperation. Moreover, the university-enterprise cooperation is the means to guarantee that the objective of practice teaching meets the market demand. The diversified university-enterprise cooperation practice base can make use of off-campus resources to provide students with on-site devices, teachers, or other conditions for professional skill training. Meanwhile, the students are also provided with the comprehensive rehearsal about actual work in enterprise before their employment. Through the graduation internship, graduation

thesis solves the practice problems in enterprise and seamlessly connects with the theory, which helps students to enhance the understanding of theories and make use of the theories into the practice activities of HRM.

C. Adjust the cultivation program by Competence Based Education (CBE)

By referring to the dual system from German and CBE mode from Canada, the ability required by HRM position is emphasized and the teaching content is set correspondingly. Firstly, the in-depth investigation to the enterprise is carried out and questionnaire survey is made. Based on the collection of huge data, the quality and skill training objectives for students of HRM are summarized. In addition, the cultivation mode is constructed by CBE to conclude the indicator system of cultivation standard and make clear the students' cultivation standard. Secondly, the triple teaching effect evaluation system is constructed by enterprise appraisal and teaching. Thus, the three-in-one teaching effect evaluation system that evaluates students' professional theory knowledge by paper exam, evaluates the improvement of students' practice ability by enterprise appraisal and teaching, and evaluates students' overall quality by scenario simulation teaching is constructed. Furthermore, the result is used to adjust the course setting, teachers' team construction, and teaching arrangement of the major, design internship and training program, and improve teaching method. In the end, based on the employment data statistics of students of HRM and feedback from employers, the advantages of HRM graduates are summarized, based on which the cultivation standard of the major is adjusted. In the end, the new mode for applied talents of HRM major is formulated. The specific mode is as follows:

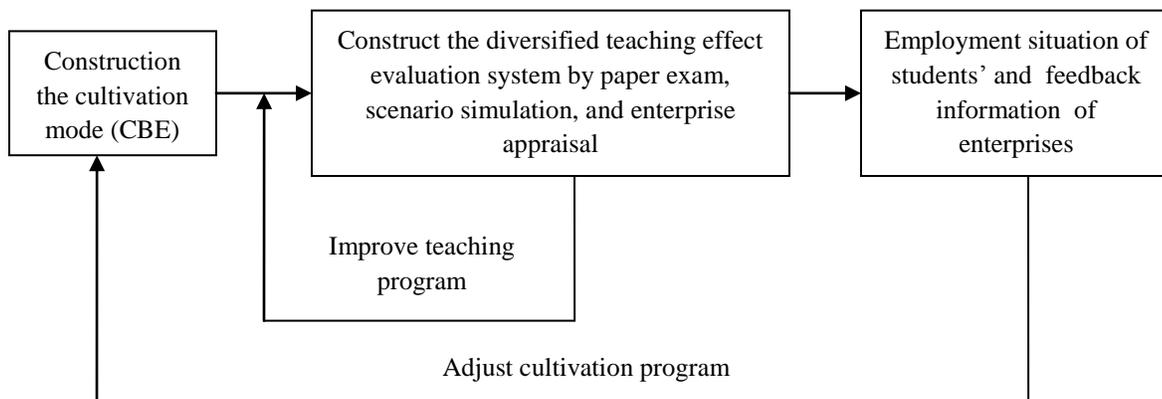


Fig.1 Adjustment mode for HRM cultivation program

D. Enhance the construction of practice teaching team and complete the practice teaching simulation mechanism

HRM major of Langfang Teachers University pays great attention to the construction of practice teaching team. In addition, in line with the principles including combination of

external import and internal cultivation and combination of full-time teachers and part-time teachers, Langfang Teachers University enriches the teachers' practice teaching and improves the teachers' quality for practice teaching. Systematically, the university encourages teachers to improve the practice ability by temporary post, work on regular post, study after released from regular work, and

professional authentication. Moreover, relevant simulation mechanism is constructed to stimulate teachers to improve practice ability and practice teaching ability. Furthermore, the professional managers with abundant practice experience in HRM are employed to participate in the university's practice teaching and management work comprehensively and completely. Besides, by means of lectures, guided experiment, training, internship, and graduation thesis, these professional managers guide the subject competition and innovation activities to comprehensively improve students' practice ability.

E. Reform the practice teaching method and means to construct the practice teaching mode with students as the mainline

According to different teaching content and practice and training courses, different teaching methods are chosen. For basic experiment courses, a teacher gives an introduction before the experiment. In the experiment, the teacher gives an explanation. After the experiment, the teacher makes a summarization. The teaching mode in the class is oriented by inspiration mode and discussion mode with emphasis on combination of class explanation, class discussion, and case study. For professional and comprehensive experiments, students mainly design and complete the experiment by themselves while teachers give a supplementary guidance. This is also named autonomous training teaching mode. The teacher gives the questions and students complete the experiment by survey and interview when look up materials by themselves. Students' self-learning ability, independent thinking consciousness and subject quality are emphasized. For application innovation level, the teaching mode driven by project and off-class guidance is applied. The teacher gives the questions or the students choose the topic by themselves. Students' research spirit, innovation ability, and team spirit are mainly cultivated.

F. Construction a diversified teaching evaluation system

Firstly, the triple teaching effect evaluation system is constructed by enterprise appraisal a. Thus, the three-in-one teaching effect evaluation system that evaluates students' professional theory knowledge by paper exam, evaluates the improvement of students' practice ability by enterprise appraisal, and evaluates students' overall quality by scenario simulation teaching is constructed. Thus, many disadvantages in the traditional teaching effect evaluation mode oriented by class, teachers, and text materials are changed, including simple evaluation objective, one-sided evaluation content, fuzzy evaluation standard, passivity of evaluation object, and poor evaluation effect. The evaluation objects in multiple levels, scopes, and fields are established in the diversified teaching evaluation system. By means of the open evaluation, the students' learning enthusiasm can be fully motivated and the students' autonomous innovation consciousness and internal learning potential can be stimulated. The evaluation system for practice teaching quality can be established if every link of practice teaching is carefully designed to improve students' practice skill,

improve students' comprehensive quality, enhance talents' cultivation quality, and finally satisfy social demand.

III. GUARANTEE MEASURES OF PRACTICE TEACHING SYSTEM

In order to complete the practice teaching content of HRM major and realize the objective of practice teaching, corresponding guarantee system shall be established. Firstly, corresponding organizations shall be established to guarantee the implementation of practice teaching system. By constructing practice teaching organizations and monitoring institutions including practice teaching guidance committee and supervision committee, through channels including on-post practice, off-work post, and enterprise employment, the construction of teachers' team is enhanced to realize the dual-teacher system of tutors and guarantee the efficiency and pertinence of applied ability cultivation for the major. Secondly, the construction of campus and off-campus practice teaching bases is enhanced. Innovative construction is mainly carried out in the campus. The municipal or provincial off-campus talent cultivation base is mainly constructed out of the campus to provide students with place for practice training. Thirdly, with the fund and system guarantee, the practice teaching system is included in the talent cultivation system to formulate the supporting implementation and management regulations and rules and guarantee the orderly implementation of practice teaching. Meanwhile, the fund support is given to the project to enhance the practice teaching system construction and improve the cultivation quality of HRM applied talents. In the end, with full use of information technologies and means, the construction of practice teaching and management information platform is enhanced to realize the online aided teaching and internet and intelligent management for practice teaching form and links and further increase the teaching management efficiency and improve the cultivation quality.

IV. EFFECT OF PRACTICE TEACHING SYSTEM CONSTRUCTION

A positive effect is obtained from the construction of practice teaching system. Firstly, for students, the practice teaching system can enhance students' communication ability, problem-solving ability, talent identifying ability, professional knowledge level, new knowledge acceptance ability, and team spirit. By mastering the work process and operation skill of HRM, students can deeply know enterprise culture and cultivate the quality of autonomous innovative work method. Secondly, for the university, the applied talent cultivation mode based on practice teaching system can perfectly connect the theory with the practice to open the new teaching reform thought, implement the course-embedded teaching concept, enrich the university's practice teaching content, complete the practice teaching system, deepen the depth and width of university-enterprise cooperation, increase students' employment channels, and increase the university's employment rate. In the end, for enterprises, the applied talent cultivation mode based on practice teaching system can seamlessly connect the actual

work of enterprises with practice teaching of the university, integrate superior resources of enterprises and university, and cultivate the applied talents adapting to the work quickly, which thus promotes the communication and deeper cooperation between enterprises and the university.

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