

Research on HRM Application Teaching Reform of Colleges and Universities Based on Market Requirement Survey

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Abstract- Human Resource Management (HRM), one of management courses, is closely related to practical application through sample survey of market requirements from enterprises, institutions and governments, the paper mainly explores requirement situation of HRM staff's personal education, capabilities, experience and quality. Furthermore, based on the survey results, reform suggestions are proposed to purposefully improve practical HRM teaching in universities, promote application capabilities of students and boost competition abilities during job finding.

Keywords- Human resource management; practitioner; requirements investigation; practical teaching

I. INTRODUCTION

In HRM curriculum at colleges and universities, students are required to not only master solid theoretical foundation by this course, but also master related practical skills; students should put learned theory to use and learn enterprise HRM practice. Therefore, the problem that how to realize "study for the purpose of application" and make students who do not come into contact with enterprise can master real operation of HRM, cannot be solved by our traditional teaching methods[1,2,3 no table-1].

Therefore, in order to perform HRM teaching innovation at colleges and universities and set up HRM practice sections which can meet market needs, in 2010 our task team did an intensive research on HRM work demand circumstance in this year's graduates from colleges and universities in India. The obtained research results have important guidance significance on the setting of HRM practice curriculum at colleges and universities, tight combination of society demands and students training models and cultivating application-oriented HRM working staff who are more excellent and adaptive than before [4,5 no. table-1].

II. A. Choosing of Research Targets:-In order to do research on HRM employee's demand of this year's graduates recruitment from colleges and universities. During graduates' mutual selection meetings, the task team did questionnaire survey on admission enterprises, public institutions and some government agencies. In this survey, 100 questionnaires are extended, 63 questionnaires are returned and there are 56 effective questionnaires. Some government agencies, public institutions, state-owned enterprise, private enterprise, exclusively foreign-owned enterprise and India-foreign joint ventures are included in this survey. Survey on 27 private enterprises covers the largest proportion and accounts for 48.2% of the total number of effective questionnaires; survey on 3 government agencies covers the smallest proportion and accounts for 5.4%, which is illustrated in Figure 1.

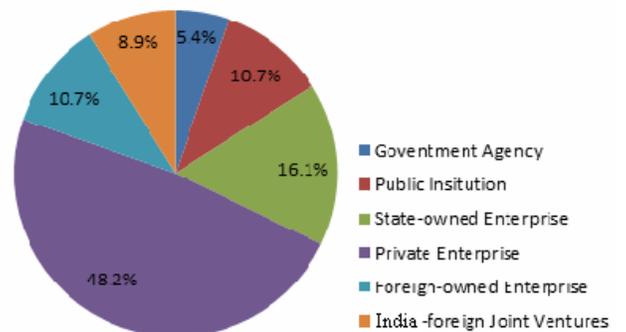


Figure 1 Distribution of Survey Targets

In this survey, most survey targets are enterprises and Public institutions where there is recruitment demand of related HR posts during graduation mutual selection meetings. Among these targets, HR working staff account for 85.71% and other staff account for 14.29%.

In these HR working staff, HR managers account for 64.58% and common staff account for 35.42%. This sample analysis of sample data owns wide representativeness, thus this research conclusion possesses authenticity and reliability, and it can provide powerful and concrete support for our research results.

B. Research on Education Requirement of HRM Employees

This research shows that at present the main education requirement on HRM employees in enterprises and public institutions is university degree, which accounts for 69.64%; and requirement on high qualifications (master degree and above) only accounts for 8.93%. Meanwhile, requirement on high school and below is 0%. After study and analysis, members in task team consider that market requirement on high, medium and low education degree conforms to normal distribution and common demand conditions in job market. Thus, the research conclusions are sufficiently reliable. However, certain bias exists in the survey result that market requirement on high school and below is 0. Research samples are enterprises and institutions with recruitment needs at the graduation mutual selections meetings of colleges and universities. Because they purposefully choose to recruit staff from colleges and universities, they inevitably set requirement on education degree, which leads to the phenomenon that requirement on low education degree is 0. The research results are illustrated in Figure 2.

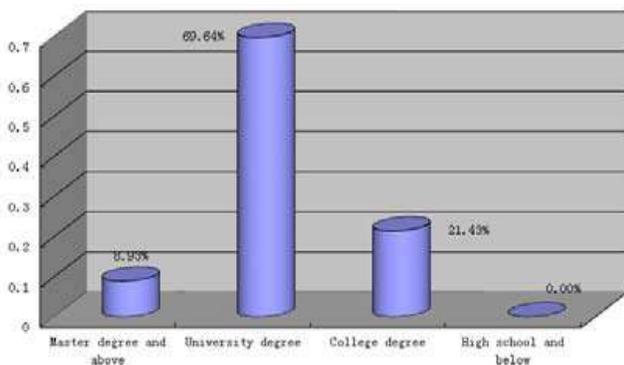


Figure 2 Education Degree Requirement Distribution of

HRM Employees

C. Requirement Research on Capabilities and Experience of HRM Employees

During HRM employee’s recruitment, in order to know whether capability or experience is more important, our team performed another survey by research questionnaires. The results are illustrated in Figure 3.

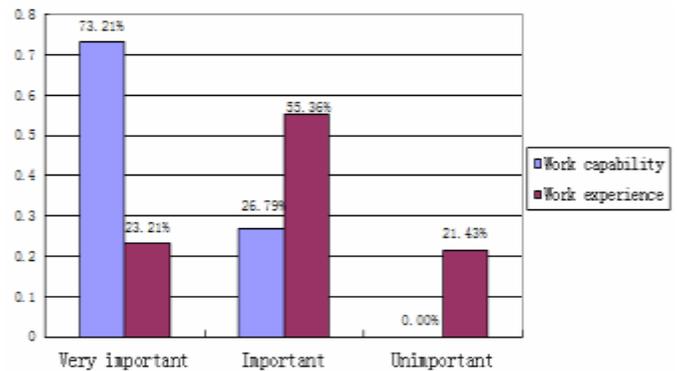


Figure 3 Requirement Research Chart of HRM Employees’ Capabilities and Experience

The research results also show that HRM employees’ capabilities are regarded more important than their experience. Of course it is better that one has both capabilities and experience. However, you cannot have your cake and eat it; they tend to appoint one with more capabilities, for it is much easier to let one with capabilities accumulate experience than let one with only experience lift capabilities. From this research and study, our team considers that this conclusion is very important for graduates of universities and colleges and is of great guiding significance on curriculum design in terms of cultivating and training students’ application capabilities. Thus students become more competitive during job choosing by means of these practical courses.

D. Requirement Dimension Research on HRM Employees’ Capabilities and Quality

In order to analyze requirement preferences of HRM employees’ different capabilities and qualities, the

research team performed requirement dimension survey of capabilities and qualities. The results are shown in Figure 4. As research results show, excellent practice and application capabilities ranks first among the several capabilities, good communication and coordination capabilities ranks second. The research results also show that there exists strong preference on HRM employees' capabilities and qualities compared to theoretical knowledge teaching in colleges and universities at present.

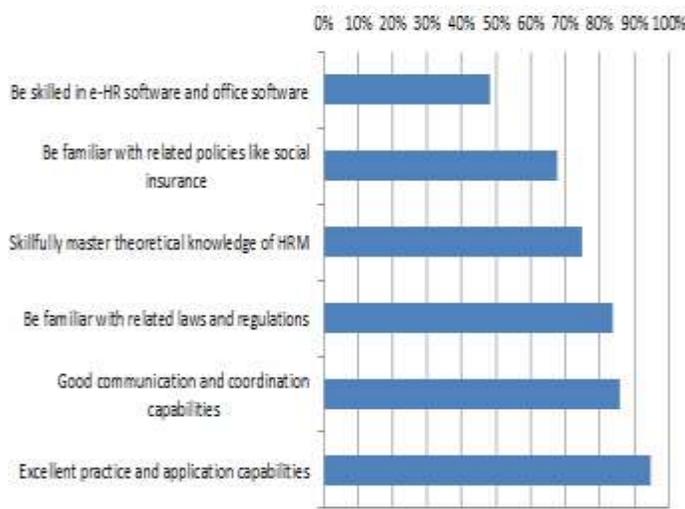


Figure 4: Requirement Dimension Research Chart of HRM Employees' Capabilities and Qualities

“Excellent practice and application capabilities” and “good communication and coordination capabilities” are more valuable to a higher degree. Therefore, in curriculum innovation in colleges and universities, the problem that how to perfectly combine theoretical teaching and practice application to improve students' practice and application capabilities should be deeply and intensively studied.

E. Requirement Research on HRM Employees' Work Type

In order to fully master conditions of HRM employees related work type and give better directions to practical curriculum design, the task team performed survey and research. The results are shown in Figure 5. As research results show, HRM employees are more

preferable to be responsible for implementation of each function in HRM, relative to designing related system and regulations of HRM.

In the aspect of establishing related system, establishing salary and welfare system ranks first, work analysis and design, studying out post instructions ranks second. However, in the aspect of implementing HRM work, “be responsible for salary and

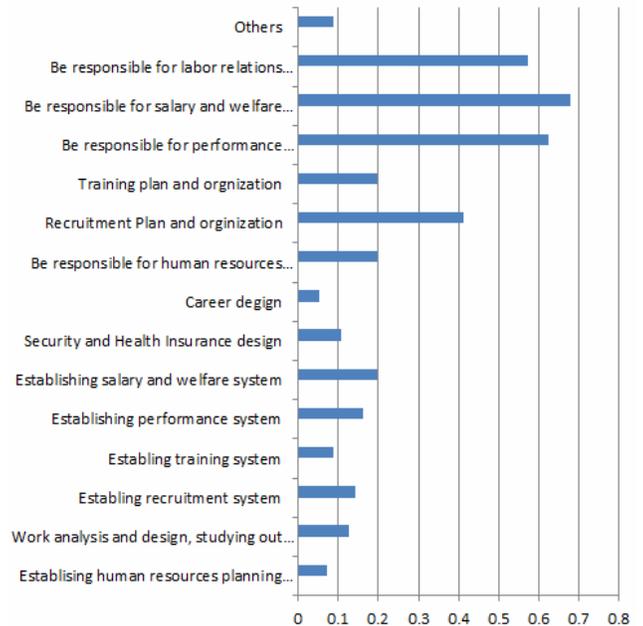


Figure 5: Requirement of HRM Employees' Work Type

welfare management work” ranks first, “be responsible for performance management work ranks second, which highly exceeds the percentage of establishing system; even the ratio of “be responsible for human resources planning work” which ranks last in the aspect of work implementation, is the same with that of “establishing salary and welfare system” which ranks first in the aspect of establishing related system. By comparing

The two aspects, the task team find that HRM employees are less required to complete system design work with solid theoretical foundation, but more required to be responsible for basic work like implementation of related system and HRM.

III. HRM APPLICATION TEACHING INNOVATION STUDY BASED ON MARKET REQUIREMENT RESEARCH OF HRM EMPLOYEES

Table 1: Practical Teaching Scheme of Function Modules in HRM

No.	Function module	Supporting application teaching schemes
1	Human resources planning	Design requirement analysis and application links of human resources plan in the narrow sense, organize students to take part in enterprise application, choose prediction methods of human resources requirement; perform prediction on staff demand of the next year in one enterprise or one department, moreover under teachers' direction, accomplish requirement and demand analysis report in groups.
2	Work analysis	Design work, application and practice links, let students make post instructions of simulation. In this step, first divide students into groups, then keep contact with enterprise application bases, school logistics management office, school dining hall, enterprises surrounding school, supermarkets and so on; students can voluntarily choose staff of one post in order to complete work analysis.
3	Recruitment and deployment	Design and simulate recruitment practice; divide students into groups, students in one group act as recruitment examiners, and students in the other group act as candidates, then change their roles in order that each student can act as two opposite roles of examiner and candidate; students can have true, intuitive understanding and personal experience.
4	Staff training	Design training practice, students work in groups, and one group of students take classmates as objects and perform training requirement analysis; then choose proper training methods, implement training inside this class. Other groups of students give remark on training contents, methods, and other aspects in this group; thus encourage students in each group strive to enhance their training effects and master training practice application.
5	Career plan	Design practice of career planning; students work in pairs and respectively perform career development design of one's own and then the other student.
6	Performance salary management	Design practice of performance salary management; in this step, students still work in groups; complete indicator extraction of performance assessment and standard design. This practice is relatively more difficult, however, it can enhance students' practice operation capabilities, cultivate students' team cooperation spirit and coordination capabilities.

By careful market requirement research of market HRM employees, and sufficiently finding out market requirement conditions, the task team conclude the following establishment principles of HRM application curriculum first, fully use theoretical teaching in class and let students master basic theoretical knowledge and fundamental operation methods; second, during theoretical knowledge teaching, perform case teaching by contents in each chapter and help students analyze and solve practical problems in enterprises with learned

theories, help students improve basic capabilities of analyzing, solving and handling problems; third, analyze research conclusions of the task team, make conclusions of current requirement situation of market HRM employees' work type, capabilities, qualities and other related aspects; design corresponding innovation scheme of application teaching according to teaching contents, cultivate and train application-type HRM talents who conform to market requirement and have excellent practice and application capabilities.

A. Construct Scientific Practice and Application Teaching Scheme

Based on the results above, the task team designed a concrete application teaching scheme with theoretical teaching in HRM listed in Table 1.

B. Establish Long-term and Stable Practice and Application Bases in Enterprises

In order to put application teaching scheme into practice, colleges and universities should establish long-term and stable practice and application bases in enterprises. When establishing these bases, first we can utilize various kinds of social recourses, and set up application bases which are most favorable for application teaching. For example, we can choose successful enterprises close to colleges and universities, and let students learn their HRM system and excellent management model. We can also choose some professional management and consultation corporation, organize students to join development, design of their consultation project, and let students do some fundamental work and enhance their practical knowledge under the leadership of teachers. Meanwhile, colleges and universities can fully carry out scientific research, human resources management, hold some related management training for enterprises, and provide some consultation and advice. In this way, the long-term application bases can be established, and application teaching can be carried out smoothly.

C. Cultivate and Train “Double-qualified Teachers” in Application Teaching

In colleges and universities, it is essential to cultivate and train “double-qualified teachers” in order to smoothly carry out application teaching. At first, Personnel who have much work experience in HRM work in enterprises or public institutions with sufficient application capabilities are appointed as full-time or part-time teachers. Second, current teachers should first

become “double-qualified” talents, then they can carry out application teaching. Third, it is important that keeping contact with enterprises and public institutions. Double-qualified teachers can help students widen their horizon and enrich students’ application knowledge, and can truly carry out application teaching innovation and thus enhance students’ employment competitiveness

CONCLUSION

Above all, practical teaching innovation is crucial to cultivate HRM work staff who conform to market needs. Based on present traditional teaching modes, we proposed a comprehensive and continual application teaching system which is compatible with real market demand.

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