

Design of Practical Teaching Project of Human Resource Management

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Abstract: The teaching of human resource management serves the talent training objectives of higher vocational colleges, adheres to the combination of theory and practice, and takes the cultivation of human resource management skills as the main line. The general task of cultivating students' mastery of knowledge and skills is to cultivate the comprehensive management skills of human resource management professionals and grass-roots human resource management posts.

Keywords: Human resource management practice teaching project design

1. Task and goal of practical teaching design of human resource management

The teaching of human resource management serves the talent training objectives of higher vocational colleges, adheres to the combination of theory and practice, and takes the cultivation of human resource management skills as the main line. The general task of cultivating students' mastery of knowledge and skills is to cultivate the comprehensive management skills of human resource management specialists and basic human resource management posts.

Specific mission objectives include:

(1) Knowledge objectives. Have the necessary basic knowledge for human resource management, master the basic theories and methods of human resource management application, and understand the implementation process of operation and application of all links of human resource management.

(2) Capability objectives. Be able to apply the basic theory of human resource management to practice, have the ability to solve various basic problems in the process of human resource management activities, be able to study hard the human resource problems in the process of corporate governance, and be able to solve them after further study, so as to lay a foundation for obtaining the professional qualification certificate of human resource manager.

(3) Quality objectives. Have the quality of theoretical and practical operation and application necessary for human resource management activities, and be able to skillfully use computers to engage in file production, input, processing, storage, transmission, sorting and summary, etc.; Have the ability to continue learning, independently acquire new knowledge, and have the basic ability to analyze and solve practical problems of human resource management.

2. Guiding ideology of practical teaching design

Taking cultivating students' comprehensive human resource management ability and innovative spirit as the highest goal, mobilizing students' learning enthusiasm as the core, establishing a practical teaching mode of "students as the main body and teachers as the guide", and constructing the mechanism and environment of students' autonomous learning; In the design of practical teaching content, it decomposes according to the basic theoretical system and six functions of human resource management, and constructs a modular and unit human resource management practical teaching content system with the cultivation of human resource management application ability as the main line; In terms of teaching methods, establish a variety of practical teaching method systems of interactive, experiential, simulated, project driven and autonomous learning, and combine school practice with social practice; In terms of teaching implementation, organize the practical teaching process according to the practical teaching unit, step by step, from the training of special human resource management ability to the training of comprehensive human resource management ability, and gradually realize the practical teaching goal of management at different levels.

3. Design of practical teaching content

3.1 Training project 1: investigate the human resources department of an enterprise

(1) Training purpose. through the investigation of the human resources department of a local enterprise, students can preliminarily understand the organizational structure of the enterprise, understand the contents and basic means of human resources management of the enterprise, and cultivate students' interest in learning human resources management courses.

(2) Training content: ① Understand the setting of the organizational structure of the enterprise; ② Understand the content and basic means of human resource management in the enterprise; ③ Understand the main responsibilities of the manager of the human

resources department of the enterprise and the division of labor of the personnel of the human resources department.

(3) Training steps. divide the whole class into several research teams. Each team has a team leader with about 5-6 people in each group. Teachers select different enterprises and arrange students to investigate.

(4) Training assessment: ① Write the investigation report with the investigation team as the unit. Its contents include: investigation items, investigation purposes, investigation contents, and problems found in the enterprise's human resource management in the investigated enterprise; ② Take the team as the unit, communicate in the class, and the teacher will score.

(5) Training class: Recommended 2 class hours.

3.2 Training project 2: simulated Campus Recruitment

(1) Training purpose. through the training of the project, students can master the skills of campus recruitment scheme design, understand and master the process of campus recruitment, and cultivate students' application skills in recruitment.

(2) Training content. design campus recruitment scheme, and Huiyuan company recruits 10 marketing and sales personnel

(3) Training steps: ① Check the information about Huiyuan company on the Internet and investigate the employment standards of Huiyuan company for marketing and sales personnel. ② Make an advertisement for campus recruitment, including position, workplace, job responsibilities, job conditions, contact information, etc. ③ Carry out division of labor within the team, collect application materials from the recruits, and explain the company's products, services, systems, corporate culture, wages and benefits, etc. ④ According to the employment standards of Huiyuan company, the candidates are screened and employed. ⑤ Formulate new employee training plan and train the recruits.

(4) Training assessment: Take the team as the unit, write the campus recruitment design scheme and conduct simulated recruitment.

(5) Training class

4. Class hours are recommended for this training

Training project 3: job evaluation scheme design and job evaluation

(1) Training purpose: through practical training, students can master the procedures and steps of using the scoring method to design the position evaluation scheme, be able to use the scoring method to design the position evaluation scheme, and be able to use the designed position evaluation scheme for position evaluation.

(2) Training content: the teacher prepares a background information of a company, including company profile, organization chart, main business operations of the company and 20 typical job descriptions. The students use the scoring method to design a job evaluation scheme for the company and conduct job evaluation.

(3) Training steps: ① Take the team as the unit, select 3-4 appropriate compensation factors based on full discussion and according to the company's strategy. ② Discuss and set the weights of different compensation factors in the position evaluation system. ③ Set the total points or total scores of the position evaluation system. ④ Assign corresponding points or scores to each reward factor according to different weights of different reward factors. ⑤ Sort all evaluated positions according to points or scores, establish a position level structure, and list the position level structure table.

(4) Training assessment: ① A scientific and reasonable position evaluation scheme is designed with the team as the unit, and the position evaluation can be carried out. ② Take the team as the unit, report the position evaluation scheme and evaluation process in the class, and the teacher will score.

(5) Training class

5. Class hours are recommended for this training

Aspects that should be paid attention to in practical teaching

(1) All practical teaching activities should always reflect the idea of "taking students as the main body and teachers as the guidance". The role of teachers in practical teaching is to play the designer, mentor and coordinator in the implementation process of practical teaching. Problem driven or project driven methods are mainly adopted to enable students to think and perform actively. The assessment methods of practical teaching can also be flexible and diverse, The combination of teacher evaluation, team evaluation and self-evaluation can be adopted, which is conducive to give full play to students' autonomy and truly reflect the student-centered teaching thought in the whole process of practical teaching.

(2) Teachers are the designers and guides of practical teaching. He requires teachers not only to have a solid theoretical foundation of management, but also to have the practical ability of management, agile response ability and organizational regulation ability. Teachers should design the practical teaching plan in advance, including the practical content, methods, steps and assessment requirements, so as to have a plan, arrangement and assessment. In the process of practical teaching, teachers should size up the situation, make good use of the situation, carry out process control, and do a good job in evaluation and assessment to ensure the effectiveness of practical teaching.

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