

Received: February 27, 2017

Revision received: June 30, 2018

Accepted: July 8, 2018

Copyright © 2018 ESTP

[www.estp.com.tr](http://www.estp.com.tr)

DOI 10.12738/estp.2018.6.294 • December 2018 • 18(6) • 3812-3818

*Research Article*

# Innovation on Education and Training Mode of Human Resource Management Specialty in Colleges and Universities from the Perspective of Enterprise Simulation

Hua Liu<sup>1</sup>

*Inner Mongolia University of Finance and Economics*

## Abstract

With the development of social economy, human resource managers are playing a more and more important role in enterprises. However, at present, the talent gap in human resource management among enterprises in China is expanded constantly. Therefore, in order to strengthen the cultivation of technical talents of human resource management specialty in colleges and universities, this study analyzes the necessity of enterprise simulation practice in education training mode from the current situation of human resource management talents training in colleges and universities. Then according to the situation of enterprise simulation practice teaching of human resource management specialty in colleges and universities, this study makes a survey and a statistical analysis on the application of campus practice, enterprise practice and entrepreneurial innovation practice. On this basis, this study puts forward some suggestions on the innovation of the existing educational training mode. This study hopefully can improve the social practice ability of students who are specialized in human resources management.

## Keywords

Human Resource Management • Technical Talents • Simulation Practice • Suggestions

<sup>1</sup>Correspondence to: Hua Liu, College of Business Administration, Inner Mongolia University of Finance and Economics, Hohhot 010070, China. Email: liuhua20@aliyun.com

In today's social economy, human resource is more than just a simple concept, and its important role in social organizations has been widely recognized by the public (Gong, 2016). Among the major enterprises, human resource management has gradually evolved from the subordinate subsidiary status to the dominant position related to enterprise strategy (Zhang, Yang & Xi, 2014; Coetzer & Sitlington, 2014). In most enterprises, the required human resource management talents are professional technical talents with good professional ethics, solid basic skills and strong practice ability. However, at present, the talent gap in human resource management among enterprises in China is expanded constantly. At the same time, the work quality and practice ability of human resource management talents need to be improved. In colleges and universities in China and even in the world, there is a common situation in the training of human resource management talents, namely stressing theory but paying little attention to practice (Griggs, 2015; Wong, Pang & Wong, 2013). Therefore, in addition to the theoretical knowledge that must be learned, the comprehensive promotion of practice ability of students of the relevant specialty in the university is helpful for the students to adapt to the relevant work of the enterprise more quickly, and also helps to improve students' competitiveness in the job market (Holden & Griggs, 2010; Oțoiu & Oțoiu, 2012). This study has carried out investigation on the enterprise simulation practice teaching situation in human resource management specialty and has obtained the innovation suggestions on the existing education training mode, hoping to effectively enhance the human resource management specialty students' social practice ability.

## **Status Quo of Talent Training in Colleges and Universities and the Necessity of Enterprise Simulation Practice**

### **Status quo of talent training of human resource management specialty in colleges and universities**

The current learning mode of human resource management in colleges and universities mainly pays attention to the basic theories related to management science, economics and human resource management. At the same time, according to the methods and practical application of human resource management, relevant training is carried out to analyze and solve the basic ability of human resource management. Under the guidance of economics and human-oriented thought, human resource management module is mainly to apply human resources inside and outside the organization through a series of management modes such as recruitment training and salary allocation in enterprises so as to meet the development of the organization's human resources needs to ensure the realization of organization's goals in the future. At present, the human resource management specialty in China has been opened for 20 years. During these decades, there are more than 300 colleges and universities that have set up human resource management specialty in China and the number of graduates each year has exceeded more than 20,000. However, according to the third-party survey data, by 2017, China's human resource management talent gap has reached more than 500,000. This huge gap is reflected not only in the number of people, but also in the technical quality of the relevant practitioners. In the new era of rapid economic development, talents are the key for the development of organizations. Many enterprises even set up the slogan that talent is everything. Therefore, in the face of the impact brought by economic globalization, the

importance of human resource professionals has become more prominent. How to develop continuously and healthily under this new situation is a major challenge faced by human resource management specialty.

### **The Necessity of Enterprise Simulation Practice in the Education Training Mode**

In the above, we have found that the human resources management specialty must be further integrated and optimized. According to the present situation of social organization, we realize that it is necessary to strengthen the strength of enterprise simulation practice teaching in the education training mode.

(1) Since entering the 21st century, we have welcomed a new development mode with knowledge economy as the main body in the social organization. Nowadays, the training of talents is not an individual problem, but gradually become the problem of the whole society and even the country. The change of the economic situation of the times has challenged our new talent training mode. As a big country occupying 1/4 of the global population, China needs a batch of talents well trained by higher education with rich technical management experience if China changes the past labor-intensive industry to the technology-intensive industry in the future development. However, college students often have good education level, but they actually lack the corresponding technical management experience. Therefore, under this kind of situation, it appears to be particularly important to strengthen enterprise simulation practice teaching of talents majoring in human resource management.

(2) In terms of the present employment market, there is also a great need among enterprises for this kind of human resource technical management talents with good practice ability. The so-called good practice ability refers to the ability to smoothly and calmly solve the actual problems related to human resources in a timely and effective manner combined with knowledge reserves in daily human resource management work. However, from the feedback on the current market, many graduates of human resource specialty show unsatisfactory performance whether in their own accomplishments or in professional skills after work. Some graduates even can't write the most basic human resource management work reports. It is even more difficult for them in face of the deeper human resource management plan or the relevant laws and regulations application. The main reason for the appearance of this phenomenon is that there is a big loophole in the training mode of human resource management specialty in colleges and universities. Therefore, this is also the basic reason why we must carry on the enterprise simulation practice teaching.

## **Research on Enterprise Simulation Practice Teaching of Human Resource Management Specialty in Colleges and Universities**

Only by understanding the enterprise simulation practice of human resource specialty in colleges and universities in China can we make corresponding suggestions and optimization. Therefore, it is very important to carry out specific investigation and analysis. The contents involved in this investigation are summarized as follows.

## Investigation subject

In this investigation, a general subordinate university, a comprehensive university, is selected. Investigation is carried on the enterprise simulation practice of human resource management specialty in the university, which is of certain referential nature because it can represent the situation of most colleges and universities in China.

## Methods of investigation

The investigation mainly adopts the questionnaire method, and randomly selects two parallel classes of human resource management specialty to collect the questionnaire in the selected university. The number of students is 100 and the total number of questionnaires distributed is 100. 98 questionnaires are collected and the recovery rate is 98%. The content of this questionnaire can be divided into three parts, which are the basic information of the subject, the evaluation of the teaching of this specialty and the evaluation of the enterprise simulation teaching in the talent training system. In the content of the questionnaire, focus is put on the third part of the design. Investigation is carried out from the teaching of school practice, enterprise practice and entrepreneurial innovation practice. According to the specific practice teaching frequency of the major answered by the students, the corresponding table is obtained.

## Analysis of investigation results

After a series of questionnaire collection and statistical analysis, we summarize the results into three representative tables (Table 1, Table 2, Table 3), and analyze the three tables accordingly. It is believed that some conclusions can be drawn to reflect the setting of enterprise simulation practice activities and students' cognition in human resource management specialty.

Table 1  
*Cognitive Statistics on the Frequency of Practice Teaching in School*

	Project name	More times	Medium frequency	little
Campus practice	Case teaching	56.7%	34.5%	8.8%
	Scenario role simulation	9.2%	22.8%	68.0%
	Laboratory simulation experiment	3.5%	16.3%	79.2%

According to the statistical results in Table 1, we can clearly see that most of the students believe that in addition to the high frequency of case teaching in the professional teaching system, the proportion of practice-oriented contents is very small. In the practice teaching of situational role simulation, 68.0% of the students hold that the frequency is low. However, students believing that the frequency is low in another laboratory simulation practice teaching actually account for 79.2%. In other words, through this investigation, we can clearly see that in the school practice teaching, the overall setting situation is not good, far from the needs of the students of this specialty.

Table 2  
*Cognitive Statistics on the Frequency of Practice Teaching in a Specialized Enterprise*

	Project name	More times	Medium frequency	little
Enterprise practice	Enterprise probation	21.4%	25.5%	53.1%
	Social survey	23.5%	18.4%	58.1%

In Table 2, we make a survey of the simulation practice teaching conducted by the school in enterprises. The proportion occupied in enterprise practice is slightly larger than that in Table 1, but it is far from satisfactory. For example, 53.1% of students in the option of enterprise internship believe that the frequency is too low, while 58.1% of students believe that the frequency is too low for the option of social surveys. It can be seen that, in the content of practice teaching for enterprises, education training mode of schools is also far from reaching the needs of students.

Table 3  
*Cognitive Statistics on the Frequency of Practice Teaching of Entrepreneurship Innovation in this Major*

	Project name	More times	Medium frequency	little
Innovative practice of entrepreneurship	Community management	9.2%	15.3%	75.5%
	Innovative practice	38.8%	33.7%	27.5%
	Writing scientific research papers	3.1%	8.2%	88.7%

In Table 3, in addition to the relatively balanced proportion of the option of innovative practice activities, there are serious problems that the proportion of the other two options doesn't meet the needs of the students. In social management, for example, 75.5% of students consider that they aren't able to participate properly. We can also see from this table that the schools don't attach importance to encouraging students to participate in some voluntary social practice or simulation management and science and technology paper writing activities, making it difficult to ensure the improvement of students' practice skills.

## **Suggestions on the Innovation of the Current Education Training Mode**

### **Increase the frequency of practice teaching in the teaching system**

Human resource management specialty deals with people in any way, so we must build up our own systems of knowledge and practice experience to enrich our own knowledge and abilities (Tesone, 2003; Martin-Rios, 2017; Osarenren-Osaghae, 2012). Combined with the research results above, we think that students hope to learn more from the practice curriculum. Therefore, we can set up a number of specific practice contents, and set up laboratory simulation practice training in the school, utilize the human resources sand table to simulate the human resource management activities of the enterprises.

### **Integrate the resources inside and outside the school accordingly, and establish a cross-platform guidance system**

From the above analysis, we can see that there is not much practice teaching simulation between schools and enterprises at present, so we can establish a good cross-platform guidance team for students of this specialty through the gradual integration of resources inside and outside the school. Through the reasonable utilization of comprehensive resources, the platform can smoothly guide students to go deep into the practice of learning. With the help of talents of human resource management outside school, we can invite some outside famous scholars or senior management talents to serve as visiting professors or give lectures to students for regular guidance and training.

### **Establish a task-driven teaching mode**

In the course of investigation, we have seen that most of students are up-and-coming. Through the innovation of teaching mode, we can further encourage and stimulate their interest in learning so that they gradually change from the original passive acceptance of knowledge to active participation in setting up tasks and solving problems. In many courses of the existing human resource management specialty, many theory teachings can be changed to the direction of practice teaching, or the content of practice teaching can be added in theory teaching so that it can be simulated as the real human resource management mode of the enterprise to guide the students. For example, the management communication link, or the staff recruitment and training can be carried on the enterprise actual scene simulation training.

### **Conclusions**

In an organization, the quality and ability of human resource management talents will be directly related to the organization's talent utilization efficiency, as well as will affect the retention of core talents and the future development of the enterprise. As the training base of human resource management talents, colleges and universities should change their education and teaching ideas in time and cultivate more human resource management talents with practice operation ability for China based on their own subject advantages. In the above analysis it is not difficult to find that there are still some defects in the talent training mode of human resource management specialty in China at present. We believe that through the innovation of the education training mode of human resource management specialty, we can further optimize practice teaching on the original basis so as to effectively improve the overall practice level of the relevant professional students and to transport a large number of excellent technical talents for the society.

### **References**

- Coetzer, A., & Sitlington, H. (2014). Using research informed approaches to strategic human resource management teaching. *International Journal of Management Education*, 12(3), 223-234. <http://dx.doi.org/10.1016/j.ijme.2014.06.003>
- Griggs, H. R. (2015). Professional learning in human resource management: problematising the teaching of reflective practice. *Studies in Continuing Education*, 37(2), 202-217. <http://dx.doi.org/10.1080/0158037X.2015.1028528>
- Gong, X. Y. (2016). The introduction of scientific research achievements into teaching from the perspective of human resource management course construction. *Studies in Sociology of Science*, 7(1), 39-41. <http://dx.doi.org/10.3968/8077>
- Holden, R., & Griggs, V. (2010). Innovative practice in the teaching and learning of human resource development. *Journal of European Industrial Training*, 34(8/9), 705-709. <http://dx.doi.org/10.1108/03090591011080922>

- Martin-Rios, P. N. (2017). Teaching HRM in contemporary hospitality management: A case study drawing on HR analytics and big data analysis. *Journal of Teaching in Travel & Tourism*, 17(1), 34-54. <http://dx.doi.org/10.1080/15313220.2016.1276874>
- Oțoiu, C., & Oțoiu, G. (2012). Testing a simulation game as a potential teaching method for a master's course in human resources management. *Procedia - Social and Behavioral Sciences*, 33, 845-849. <http://dx.doi.org/10.1016/j.sbspro.2012.01.241>
- Osarenren-Osaghae, I. (2012). Availability and adequacy of human and material resources for the teaching and learning of skill-based courses in Nigeria public universities. *Journal of Sociology and Social Anthropology*, 3(1), 15-27. <http://dx.doi.org/10.1080/09766634.2012.11885561>
- Tesone, D. V. (2003). Development of a sustainable tourism hospitality human resources management module: A template for teaching sustainability across the curriculum. *International Journal of Hospitality Management*, 23(3), 207-237. <http://dx.doi.org/10.1016/j.ijhm.2003.10.003>
- Wong, S. C. K., Pang, L. W. L., & Wong, N. C. M. (2013). Reflections on pedagogical use of blended learning in hospitality education: A case study of teaching human resources management. *Journal of Teaching in Travel & Tourism*, 13(3), 251-281. <http://dx.doi.org/10.1080/15313220.2013.813329>
- Zhang, S. S., Yang, J. M., & Xi, J. (2014). Exploration on the social need oriented integrated teaching model of human resource management professional courses. *Creative Education*, 05(13), 1181-1185. <http://dx.doi.org/10.4236/ce.2014.513133>