Thoughts on Human Resource Management Major Cultivation Mode
and Construction of Course System

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ABSTRACT

This paper analyzes the history and current conditions of China human resource management major and explores the main problems in the talent cultivation mode of human resource management major and proposes a recommendation that the goal of human resource management major deepen and it enrich the content of student quality and the cultivation mode and specify the design of human resource management major course system. This paper explores the cultivation path of “occupational image, occupational value, specialty courses, course design, integrated training, and occupational skills” from the perspective of management level, course structure and all-round career adaptability training.

KEYWORDS: human resource; cultivation mode; career adaptability

HISTORY AND CURRENT CONDITIONS OF HUMAN RESOURCE MANAGEMENT MAJOR

The human resource management major in China evolved from the major of “labor economics” in the 1950s, undergoing the start-ups of “labor economics” major in the 1950s, suspense in the decade of “Cultural Revolution” and the parallel development of “labor economics” major and “labor personnel management” major from the year 1977 to 1992 (the “labor personnel management” major was renamed as “human resource management” major in 1992 by National Education Committee, however, until the year 1997, some colleges and universities still enroll “human resource management” major students in name of “labor economics” major); From 1998, this major developed into the real independent “human resource management” major period. China University of Mining and Technology started to enroll human resource management major students from the year 1999.

After four decades of development, the “human resource management” major has made great development in China, embodied in the following four aspects: firstly, “human resource management” has been listed in college undergraduate major catalog, realizing the transformation from “labor personnel management” to “human resource management”, which is not only a historical leap for the “human resource management” major but also a great contribution all teachers and researchers make to improve China’s human resource development and use level. Secondly, the importance and outlook of “human resource management” major have been realized by many men of vision. This major has become a new direction in the major development of colleges and universities. In 1999, there are only 37
colleges and universities which set up this major, nevertheless, till now, the number has increased to over 100 with a considerable annual increase. In addition, “human resource management” has been listed as one major direction in “corporate management” major postgraduate student research. Thirdly, “human resource management” used to be in the status of development that a few individual college teachers can separately work on this major; from now on, it entered into the spontaneous development period. National Education Committee entrusted China Ren Min University Labor Personnel Academy to complete programs such as “human resource management major course structure, mainstay course and the main teaching content research”; fourthly, the conception of “human resource management” has been accepted by more and more firms; moreover, the increasing demand of “human resource management” major graduates provides a great opportunity for the major development.

**MAIN PROBLEMS IN HUMAN RESOURCE MANAGEMENT MAJOR TALENT CULTIVATION MODE**

The human resource management major has developed to some extent and evolved into a steadily developing period, however, in the cultivation mode, there are still some problems hindering the development of this major. The symptoms are:

- **Blurring major positioning**

Major positioning mainly involve two levels: the first is the macro level in terms of the entire major while the second is the micro level in terms of the colleges themselves. The former mainly specifies this major’s market demand, i.e., the demand of quality and ability of the society to the graduates in this major and the demand of the ability and quality adapting oneself to the changes of future labor market; the latter mainly means all colleges and universities should segment all market demands and finalize self target market. China’s human resource management major had some inaccurate positioning on the two levels; the changes of the major name can well prove that.

Traditional labor personnel management lasted for years in corporate management, having a deep impact. Modern human resource management is a brand-new concept that people lack the cognitive experience and feel difficult to understand. When people are considering the social demands of the human resource management major, there are some “Path dependence” in the understanding of traditional labor personnel management and meanwhile consider too much about the real demand of companies (mainly those state-owned enterprises implementing traditional labor personnel management). Therefore, they will sooner or later move on to the old road of “labor personnel management”.

On the other hand, all colleges are sufficient in understanding and awareness of the job direction of college graduates and lacks accurate positioning of target market. the making of a major teaching plan basically refer to the teaching plan of China Ren Min University Labor Personnel Academy and Capital Economy and Trade University （used to be Beijing Economics Academy） and all plans look the same,
unable to be characteristic and consistent with the major development rule of labor market. In fact, the job direction of all human resource management major graduates is differentiated. The differences lie in not only between key universities and general colleges, between key universities, but also in brand awareness, location and student source and moreover, the job direction of graduates. With the integration of labor market in all areas, the differences will have some changes, but not be eliminated. Or rather, it will become multi-level and demand-driven with the increasing escalation of college competition.

- **Unclear cultivation goal and cultivation specifications**

  The major positioning directly influences the setting of cultivation goal and cultivation specifications. Unclear major positioning and cultivation goal and cultivation specifications can not be clear and specific. However, not only human resource management major, management majors in China has some similar problems. In the cultivation plan in all colleges, the setting of cultivation goal and cultivation specifications is too general and lack specific content and unable to embody self characteristics. In terms of human resource management major, do we cultivate the professional management staff for the human resource management department in a company or cultivate the human resource manager? to highlight human resource management conception, or emphasize a certain human resource management manipulation skills? Meanwhile, what is the position of the satisfaction of enterprises’ practical needs? (due to the restriction of management system, management level, manager quality, etc, this demand always fall behind modern human resource management) there is no clear understanding to these specific questions.

- **Unreasonable course system and course content structure**

  The unclear cultivation goal and cultivation specifications greatly affect the setting of course system and course content. Recently, most colleges’ human resource management majors still persist in the route of function (expertise) division in the setting of course system and course content, setting courses according to corporate human resource management function or job (but what are the courses to teach? There are discrepancies between all colleges) and try to provide a menu that can solve all tasks and problems in future career for graduates. This tool-oriented course system seems to highlight practical working skills, however, it neglect two important facts: one is that human resource management is at first a conception for any firms. The most important function of it is to analyze and understand problems systematically; manipulation skills are far more insufficient. The second is that all skills can be taught. Some skills on human resource management (e.g., labor rationing skills) themselves are simple, however, it can only be mastered under the conditions that students are familiar with the working process. For those who have no practical working experience, these skills are easy to learn while easy to forget and have to relearn when needed, these skills belong to the category “no need to teach and unable to teach”.

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The results of the course system by the setting of function division route are: lack of integral and systematic understanding of a company’s human resource management; many extremely important human resource management concepts involve many courses (if explain every courses, it is impossible to explain well) and are hard to be opened up; although students learned many skill-related contents, they are short of flexible application experience and systematic development design ability with low major quality; the number of specialty courses increase all the time, on the one hand, it takes lots of time to teach some unnecessary courses; on the other hand, teachers feel the teaching time is insufficient and lack the integration of related contents with lots of overlaps in different courses. The same content can be taught in many courses, even from the same angle.

- Lack of relatively mature major teaching mode

As a teaching method system in response to the major characteristics, teaching mode is the fundamental insurance of major cultivation goal and cultivation specifications and formed a major teaching mode, an important sign of the maturity of a major, suitable to the major characteristics. Unfortunately, our exploration and research to the major teaching mode is relatively scarce, only focusing mainly on course teaching and being short of a major-oriented teaching method system research, which to a large extent hinders the effects and levels of major education. These years, the MBA teaching mode introduced from overseas can be a beneficial exploration to the management major teaching mode of China. However, this mode centered on case teaching, which requires students not only to have some theoretical knowledge but also some real working experiences, so that they can have a trenchant understanding to the content. It is beyond the ability of undergraduates. Therefore, research on a major teaching mode that is fit to the characteristics of human resource management major and is able to satisfy the demands of new-century cultivation of high-quality and innovative talents, is still an important task for us to complete.

MAIN PROBLEMS IN THE DEVELOPMENT OF HUMAN RESOURCE MANAGEMENT MAJOR IN CHINA UNIVERSITY OF MINING AND TECHNOLOGY

The human resource management major has already produced fourgrounds of graduates since the founding in 1999 and provided more than 240 graduates to society. This achievement is the embodiment of efforts from the university, management school and major teachers. On reviewing the processes, we can obviously feel that in many aspects we fail to reach the expected development goal, which can be shown in the following aspects:

- Firstly, the creation of major construction is relatively small. In the course setting, there are many problems in the teaching materials, practice, growth of students and expenses;
- Secondly, the teaching staff quality is relatively low, showing a increasingly highlight structural and qualitative conflicts.
- Thirdly, the student cultivation goal positioning is blurred, showing a cultivation that
focus on skill-oriented cultivation while neglect behavioral cultivation.

- Fourthly, we are short of characteristic and landmark fruitions.

**CONSTRUCTION PROPOSAL**

To sum up, talent cultivation is always associated with some social demand and economy development. Any mode of talent cultivation away from reality has no future. Human resource management major staff cultivation mode is dependable on the development of modern human resource management. Human resource management has undergone a 20-year development since 1980s to now. During this period, social and economic environment has witnessed great changes; such is the case with all management functions in organizations. Under this condition, all organizations’ human resource management faced many challenges, which call for new requirements for the talent cultivation:

- Firstly, be scientific; like financial management and production management in a company, human resource management requires scientific theories and methodology. Most firms in China must overcome the empiricism, blindness, subjectivity in the application of human resource management and adopt a regulated and scientific theory and method. from the organization structure design to workflow design and assignation of job responsibility, from the establishment of performance evaluation standard to the execution of evaluation system, from staff promotion to staff turnover, from employment relationship to pay distribution, etc, all parts should be reestablished by a scientific method to form a new system to establish a new human resource management mode suitable to the new social characteristics of China as soon as possible.

- Secondly, be systematic: Human resource management is not an independent part, which should be aware of by all organization leaders. Human resource management is not only the matters of human resource department but the tasks of the entire organisation and the responsibility of every management staff and employees. Human resource management is a system that must be planed and arranged to operate systematically. No single department or individual can complete the tasks alone.

- Thirdly, be institutionalized: Human resource management must be institutionalized. From past empiricism to scientific attitudes, from autocracy to democracy and law system, the establishment of management system is an important part. By a series of system establishment, human resource management becomes a spontaneous activity of everyone’s daily work and behavior.

- Fourthly, be human-centered: Modern human resource management’s core value is “human-centered”. Under the guidance of this value, it requires human resource management method associate itself with corporate business development strategy, employee’s requirement and values, social expectation and government policy, and managers’ management style and values to encourage management behaviors that pursue both the interests of employees and the company and fully make use of ways and approaches to make personal growth and organization goal consistent under a human-centered management system, the priority is to create a positive cooperative
relation to train employees, give them occupational assistance, performance evaluation and cultivate employees’ self esteem and fully release employees’ potentials to motivate them to increase their responsibility and make achievements. Meanwhile, they should provide employees with promotion and development opportunities and create an organizational atmosphere helpful to the growth of both the company and employees to better combine employees’ occupational life quality with the economic benefits of the firm.

- Fifthly, be professional: Modern human resource management is both theoretical and skill-related work, requiring special training. People who work on human resource management should not only have general management ability but also should have some interpersonal skills and coordination skills. In the meantime, they should master the professional methods and skills in the field of human resource management.

- Six, be deep: Modern human resource management education should at first answer the question: what kind of people do we want to cultivate? Human resource management major student cultivation is different from a business or a technology major in that the working objective is “human”, the most flexible resource, therefore, the training method of technology or business major focusing on thoughts and skills is no longer applicable; we should keep an eye on the overall growth of students from the perspective of career adaptability.

So, by reviewing and redesign of the construction goals of human resource management major talent cultivation mode and course system, the human resource management major will get improved and developed, showing special characteristics.

The first part we should focus on is human resource management major talent cultivation goal deepening. Major cultivation goal is the priority problem of talent cultivation plan, the reference of course plan of this major and the foundation of course reform. Moreover, it is the key part of talent cultivation specifications and features. Human resource management chooses human as research objective and view human as a precious and rare resource to develop, use and manage. The setting of major cultivation goal originated from the demand of the major talents. Recently, China’s demand for human resource management majors comes mainly from four sources:

- The first is companies’ human resource management function and department demand for this major
- The second is social demand for human resource development and management major information talents
- The third is public management department’s needs for human resource management major
- The fourth is teaching or research related institutions’ needs for human resource major teaching, researching talents.

Furthermore, due to the common major foundation of human resource management major and corporate management major and the major advantages of human resource management, students of this major are able to work on positions of general management after graduation. So for the moment, human resource management major’s career range involve: corporate management, management consulting, human resource management, administrative
management, officials, teachers, business founders, etc. so the cultivation of human resource management major should give attentions to both the cultivation of general business and management talents and the cultivation of human resource management profession, highlighting on the special foundation and advantage of human resource management. In combination with the needs of the construction of a research-type university for CUMT, this research first will discuss the deepening research of research-type talent cultivation goal of human resource management major.

We should conduct a research to the quality content and its cultivation mode to students of human resource management major. Researches on quality content and cultivation specifications of human resource management major student may involve the following questions: are our education products qualified enough? Do they meet the social needs? With the establishment of modern company system, the needs for human resource management major graduates are huge. To satisfy the needs, all colleges and universities set up the major “human resource management” with a double increase annually, however, the number still can not meet the market demand. More seriously, many companies reflect that human resource management major graduates do not have high-quality and lack basic practical ability and skills, unable to design the most basic tables and provide valuable proposal to the company’s human resource management, especially when individual behavior may have a lot of inconsistency with the expectation of organization members. Therefore, social response has undoubtedly provided severe challenge for our major construction. We should think it over, what indeed are the qualities of human resource management majors? How to cultivate high-quality HRM majored graduates to meet social needs? So we should research and explore the student quality content of human resource management major and the cultivation mode having the characteristics of career adaptability.

We should conduct a deepening design to the human resource management major course system:

- **Management level**

Overseas management education has witnessed a one-hundred-odd year history and stepped into the phase of maturity and formed a mature management education system. In terms of the course structure of overseas management major, there are three typical modes. The first is so-called “institutional approach”, i.e., finalize the course setting scheme according to skills or knowledge required in a certain industry (i.e. majors). The main content is fit to base management staff of a certain industry. This mode is similar to the course structure mode for all majors of the majority of colleges and universities under the system of planned economy in China. The second is so-called “Functional approach”, i.e., finalize the course setting scheme according to skills or knowledge required in all management functions. The main content is based on the learning of functional management (e.g., plan management, organizational management, financial management, marketing management, management control, etc.) courses and cultivate students the working ability and method to work in a specific functional management. this mode is similar to the course structure of most majors of management (including macro-environment management) in the 1980s in China. The third is so-called “integrated mode”
（integrating idea approach），i.e., finalize the course setting scheme according to skills or knowledge, or values and consciousness required as a high-level management staff.

This is an integral ability cultivation plan, emphasizing on the cultivation of high-level management capability such as analyzing business environment, identifying core problems, setting out strategic goals and discussing feasible plans and understanding development direction, etc.

Human resource management major don’t mainly cultivate traditional labor personnel management function administrative management staff but to cultivate a high-level management staff who can fully understand and grasp the attributes and characteristics of human resource, this special resource and be able to reasonably recruit and acquire, retain and motivate, control and arrange human resources to let all staff fully exert on their potentials and enthusiasm to better realize organizational objective, so this major should highlight high-level integrated management rather than business-like management. Accordingly, the course structure of this major should adopt “integrated mode” instead of “functional mode”, or even “business mode”. That is to say, the course content should center on general principles, theories and concepts of human resource management, especially highlighting human-resource-related planning, regulating, motivating and development, etc, to show the management features of this major.

**Course Structure**

Besides, from the fact and development process that ‘human resource management’ has been listed independently as a major, we can see that the entire management world has undergone a increasingly deepening and perfecting process with the development of economy and the transformation of strategic business units in corporate management, i.e., considering human as equal as other production and business elements to human-centered management with the key of motivating human spontaneity and developing human potentials in human resource management. Consequently, research to human should be an important part in human resource management major course system. Therefore, course structure of this major should be extensive, including disciplines and fields such as culture, philosophy, society, religion and ethics. Because these disciplines are associated with how to view and understand human nature and human behavior, also related to the correct understanding of rules and principles on humanity concepts such as values and concepts, ideology, behavioral mode, etc., hence, human resource management major course system should fully consider the humanity side of this major and reinforce the value-centered courses. Although human resource management belongs to the category of management, it should reasonably construct the knowledge structure of this major to ensure the development demand of talent growth under the premises of “strengthening bases, broadening major, cultivating ability” and responding to the requirement of high-quality talent these days.
• **All-round Career Adaptability Training**

Traditional management teaching explains some specialty terms with some case study. This talent cultivation mode has no future. As a science category, management has many skills and methodology and should focus on the cultivation of management experts to meet the demand of quality talents these days. Therefore, in student cultivation plan, we should concentrate on the training of major expertise and follow the path of “occupational image—occupational value--specialty courses--course design--integrated training—occupational skills” to train students.

**CONCLUSION**

The paper analyzed the history and current conditions of China human resource management major and explored the main problems in the talent cultivation mode of human resource management major and proposed a recommendation that the goal of human resource management major deepen and it enrich the content of student quality and the cultivation mode and specify the design of human resource management major course system. This paper explored the cultivation path of “occupational image, occupational value, specialty courses, course design, integrated training and occupational skills” from the perspective of management level, course structure and all-round career adaptability training.