

Review Article

Research on Internship and Practical Teaching Reform of Undergraduate of Human Resource Management

Yulong Tu*

School of laws and politics, Lingnan Normal University, Zhanjiang, Guangdong, China, 524048

*Corresponding Author

Yulong Tu

Abstract: The specialty of Human Resource Management is both theoretical and practical, but it emphasizes classroom instruction and neglects internship and practical teaching in most colleges and universities in China. The purpose of this study is to probe into the reform of the internship and practical teaching of undergraduate of Human Resource Management in colleges and universities in China to improve the effectiveness of the internship and practical teaching of Undergraduate Human Resource Management, which can achieve the essence of the internship and practical teaching. Through the alternation of theoretical knowledge education and practical education achieve the aim of improving the teaching quality.

Keywords: Undergraduate of Human Resources Management, Internship, Practice, Teaching reform.

INTRODUCTION

From the proposition of the concept of human capital in 1960 to the upsurge of Human Resource Management (HRM) in China in 1990, the effectiveness of human resource management has been regarded as one of the important goal in both theory and practice of enterprise management up to now (Sparrow, P. *et al.*, 1994). In fact, effective HRM has been shown to enhance company performance by contributing to employee and customer satisfaction, innovation, productivity, and development of a favorable reputation in the firm's community. The potential role of HRM in company performance has only recently been recognized (Warner, M. 1996). A related way in which human resources can be a source of competitive advantage is through developing a human capital pool that gives the company the unique ability to adapt to an ever-changing environment (Ngo, H. Y. *et al.*, 2008). Modern human resource management has replaced the traditional personnel management from the selection of personnel, training, salary, performance, labor relations and other aspects (Liu, Z. *et al.*, 2014). Due to the late development of this specialty in China, and the introduction of human resource management theory and practice needs a localization process, therefore, there are some problems of localization and keeping pace with the times in the aspects of training goal, specialty orientation, course system and teaching method in the

specialty of Human Resource Management (Warner, M. 2010).

Human resource management (HRM) refers to the policies, practices, and systems that influence employees' behavior, attitudes, and performance. Many companies refer to HRM as involving people practices. HRM practices include analyzing and designing work, determining human resource needs, attracting potential employees, choosing employees, teaching employees how to perform their jobs and preparing them for the future, rewarding employees, evaluating their performance, and creating a positive work environment (Mayes, B. T. *et al.*, 2017). That is to say, Human Resource Management is both a theoretical and practical specialty. The internship and practice are also the key link in training students' practical ability and improving their employability (Potter, P. B. 2004). We need to pay special attention to the adoption of professional, standardized, effective teaching methods in the internship and practice. However, in the field of the internship and practical teaching of the specialty of Human Resource Management in colleges and universities in China failed to fully play its roles due to face with many universal problems, such as the missing the practical environment, shortage of practical funds and limited practical time, and many other factors. This study discusses the reform of the internship and

Quick Response Code



Journal homepage:

<http://www.easpublisher.com/easiehl/>

Article History

Received: 13.09.2019

Accepted: 28.09.2019

Published: 19.10.2019

Copyright © 2019: This is an open-access article distributed under the terms of the Creative Commons Attribution license which permits unrestricted use, distribution, and reproduction in any medium for non commercial use (NonCommercial, or CC-BY-NC) provided the original author and source are credited.

practical teaching in the major of Human Resource Management, and tries to creatively construct the internship and practical teaching mode of the speciality of human resource management, so as to improve the effectiveness of the internship and practical teaching, and finally to improve the quality of education and the employment ability of students.

Analysis of the Current Situation

At present the forms of the internship of the speciality of human resource management in Chinese colleges and universities mainly include two types: scattered internship and centralized internship. Centralized internship is the form that students are focus on internship in the unit contacting by the school in advance. Scattered internship is the form that students independently contact the unit. For most of the students majoring in human resource management in our university independently contact the units. Most other universities have also implemented the scattered practice outside the school, and then supervised by instructors. That may lead to the following deficient outcomes:

1. The Name Of Internship Unit Does Not Live Up To Its Name, And The Guidance Is Not In Place.

The students of the speciality of Human Resource Management need to practice in enterprises and institutions. Due to the limitation of subjective and objective conditions, it is not easy to establish a stable off-campus practical base. Enterprises have no initiative to accept the interns in practice, so it becomes difficult to implement the practical unit (Wang, S. *et al.*, 2014). There is no active interaction mechanism between universities and enterprises. Only an internship agreement is signed with the internship base. The requirements for the internship units often only require them to accept students as interns. No professional and technical personnel with certain professional titles have been appointed in the enterprise to take up the internship guidance work, *let al.*, one specific guidance. At the same time, the internship guidance instructors have a limited degree of follow-up and rarely get professional guidance. This leads to non-contact and non-cooperation between the school and the enterprise. Most enterprises and institutions in China do not have the plan to recruit interns (Zhu, C. J. *et al.*, 2012). To enter the basic unit internship have to rely on the relation (Rarick, C. 2009). Students themselves contact the internship units. These exist great uncertainty on the degree of professional matching between internship learning and achievement. So once the school needs the practice appraisal opinion, the students also only let the practice unit seal to take the form, which has caused the graduation practice to be difficult to launch truly.

2. The Internship Task Is Not Matched With The Specialty, And The Result Of Internship Is Inefficient.

Professional internship should be a process in which students directly participate in production and management practice as the first-line personnel in production, service, construction and management (Wang, S., & Tu, Y.L. 2016). Due to the lack of specialized internship units, students only have to take the initiative to contact. Due to the requirements of the school, many internship units are not fit students' majors, such as market research, sales clerks, and other positions. Even though the internship unit has arranged internship positions for the students, the receiving unit of the internship does not attach importance to the students. Students task in intern unit only include answering the telephone, printing documents and other daily repetitive work, which are far from the professional knowledge. Because students cannot contact the actual work, the internship effect is greatly limited, and the practical operation ability cannot be exercised. It is difficult to obtain the deep-level business contents of human resource management. The result of the internship is low efficiency.

3. The Time Arrangement And The Appraisal Of The Internship Are Not Scientific.

The major of human resource management is focus on theory and practice, which is more outstanding than other majors (Quer, D. *et al.*, 2007). Based on the practical and applied characteristics, in addition to the undergraduates need to have relevant professional knowledge, more is to develop professional literacy, master the practical ability in the future work. However, at present there are more overlapping and repetition in the specialized courses, which leads to the excessive use of classroom teaching time, and less time practical application, such as practical teaching (Tu, Y.L. 2019). Most of the internship time are concentrated at the eighth semester. The practical time arrangement is not balanced. At the same time, all kinds of educational evaluation in colleges and universities are mainly aimed at students' knowledge mastery and students' assessment. The internship evaluation generally adopts graduation practice, which does not combine graduation thesis with internship work, which lead to students pay less attention on their internships.

4. Lay Stress On Classroom Instruction And Neglect Practical Teaching.

As the specialty of Human Resource Management in colleges and universities has not been established for a long time. Under the inertia of the traditional education system in colleges and universities, the specialty teaching has ignored the characteristics of this specialty and is focused on the basic knowledge of system theory. Most of the teaching time is taken up by classroom teaching. There is a general phenomenon that undergraduates have strong theoretical knowledge but weak practical ability. The

practical course setting is out of line with the actual market demand, which is deviated from the market demand for human resource management personnel training (figure 1). The outstanding problems in practical teaching lead to the misplacement of the requirement of the employer for the graduates and the expectation of the students. Employers need

professional human resource managements with high practical skills, but schools and employers fail to provide the corresponding practical conditions, resulting in the mismatch between the actual abilities of graduates and the actual requirements. The consequence is the quality of the students is not high.

HRM Practices	The market demand for HRM
Employment and recruiting	Interviewing, recruiting, testing, temporary labor coordination
Training and development	Orientation, performance management skills training, productivity enhancement
Compensation	Wage and salary administration, job descriptions, executive compensation, incentive pay, job evaluation
Benefits	Insurance, vacation leave administration, retirement plans,
Employee services	Employee assistance programs, relocation services, outplacement services
Employee and community relations	Attitude surveys, labor relations, publications, labor law compliance
Personnel records	Information systems, records
Health and safety	Safety inspection, health, wellness
Strategic planning	International human resources, forecasting, planning, mergers and acquisitions

Figure1: HRM practices and the market demand for HRM

Reform Measures

1. Adjust the training objectives. Focusing on the cultivation of practical talents, we strive to improve the learning ability, innovative ability, practical ability, and social adaptability of college students (Zhang, Y. *et al.*, 2012). According to the training goal, the training plan and the training way should be adjusted, and the training goal should be carried out in the knowledge structure, the ability structure and the quality structure, so that the students can be competent for the post work in the future.

2. Strengthen curriculum reform. The content of the teaching courses emphasize pertinence, adaptability. Practical courses stress students' comprehensive ability and skill. It is imperative to construct a competency-based curriculum system. It is necessary to change the educational concept which only attaches importance to knowledge imparting, to the guidance of practicality and skill in the course construction, to retain the advantage specialized course, delete the unnecessary course, adjust the unreasonable course, and add the course needed urgently in the society.

3. Reform teaching methods and adopt various teaching methods in teaching. Classroom teaching, as an important teaching method, should combine theory with practice. In the teaching method, we should stress three types: case study, situational study and experiments. In the teaching of practical professional courses, we should combine teaching, learning and doing organically, and emphasize students' participation and practice in order to guide students in "do" to learn knowledge, in "do" to exercise skills. During the process of the teaching, instructors should make good use of the specialized laboratory and the related institutios should increase the input of the experimental equipment.

4. Pay attention to the long-term, comprehensive, pertinence goal. The practical teaching should raise student's practice ability from the specialized knowledge, the specialized ability and the specialized quality three aspects. At present, the training goal of most of the Specialty of Human Resource Management in China is to require students to master modern human resource management theories and methods, and to be able to engage in theoretical work in related fields or to implement modern human resource management operations. In fact, the training of human resource managers in colleges and universities is oriented towards the role of management at the theoretical level, ignoring the training of students' professional qualities and professional abilities in the role of management. These abilities, such as team building, corporate culture construction and organizational design, cannot be involved in practical projects. In order to improve the ability of the specialty of human resource management to meet the market demand and improve the employment ability of students, the practical teaching should pay attention to the long-term, all-round and pertinence goal taking account from professional knowledge and professional ability. A comprehensive and phased practical teaching mode through different forms and contents should be constructed in each stage of the four years study in the college or university.

Concrete Measures for Implementation Key Issues to Be Addressed:

1. How to construct an all-round and phased training mode from the three stages, pre-practice preparation, management and post-practice evaluation through different forms and contents of practice;

2. How to build a number of excellent institutions and the number of relatively stable internship platforms;

3. How to develop instructors' practical teaching ability and flexibly using different practical teaching methods such as case study method and situational teaching method;

4. How to design a scientific practice evaluation system, which alternates theoretical knowledge with practical knowledge, so as to improve the quality of education.

It Focuses On Two Main Lines To Implement The Plan:

- Update the traditional practice concept. Insist on the combination of "go out" and "please come in", develop internship resources through multiple channels, carry on the reform and innovation of internship from the arrangement of internship time, the content, the place, the form, the type and the funds of internship.
- Build a platform for social practice experimentation, to explore how to effectively use the laboratory, and to promote students to rely on the off-line simulation experimental environment and equipment and on-line human resources experimental software, so that students can be close to the society, increase the perceptual knowledge of the enterprise and the application ability of professional knowledge.

Here's How It Works:

The first stage: to establish a systematic social support network, strengthen the education and development of social resources, and provide students with in-school and out-of-school practical activities. Strengthen the experimental training. Set up practical training courses and set up practical training room. Through the practical training, it is helpful to promote students' understanding and mastery of the teaching contents, and help to transform the theoretical knowledge into practical skills. Strengthen field observation. Adopt the method of combining with the social reality.

The second stage: to increase the number of external internship or career guidance instructors, and establish a corresponding system to ensure the enthusiasm of instructors. Professional instructors and part-time social workers are the organizers of students' practical education, the guide of students' socialization, and the role of students' innovative thinking. Training and improving instructors' practical teaching ability. In the process of teaching, instructors should adjust teaching strategies in time, add simulation training and experimental teaching such as situational teaching, case study teaching, so that students can experience the real situation and complete the skill training to upgrade their practical skills.

The third stage: to increase the proportion of "double-qualified" instructors. The methods of the introduction, cultivation and external employment can be used to select or hire experts as instructors of experimental teaching. At the same time, it also provides the opportunity for instructors to work in the enterprises or institutions regularly, to participate in short-term on-the-job training or to learn from their sister institutions. Meanwhile, strengthening practical teaching from multiple angles and channels can provide students various forms of professional education. These forms include the external application of human resource managers or experts to the school lectures, seminars, discussion, consultations, or targeted to set up practical lectures on Human resource Management.

The fourth stage: Through the summary of the previous internship, to design a reasonable assessment mechanism, the establishment of internship activities by stages training mode to ensure the effective development of student internship. To establish the evaluation system of practice. Linking graduation thesis with practice, introducing managers with professional knowledge and rich practical experience from enterprises as practice instructors, and strictly managing practice, truly allowing students to make flexible use of the knowledge they have learned, form the initial professional ability and accumulate certain management experience.

CONCLUSION

The major of human resource management is a new one in China. In August 1993, the undergraduate major of human resource management was enrolled for the first time in Renmin University of China. The training target of Human Resources Management talents is generally located in the senior management talents or compound specialized talents of human resources in colleges and universities. The internship and practice characterized by students' personal participation and experience are the necessary supplement to the traditional theory teaching. Internship is to learn in practice, is to learn the theoretical knowledge to the actual work to apply and test, in order to exercise the ability of work. The quality and effect of students' internship is directly related to whether the students' professional knowledge and skills can be brought into full play and reflect the educational level and the employment level of students.

Practical ability has often become an important factor that help students' compete and develop in the future. The characteristics of this study based on the above thinking are satisfied to meet the reform and innovation goal of practical activities to cultivate students' professional practice skills and professional literacy under the current teaching environment. The reform for the internship and practical teaching of undergraduate of HRM presents both opportunities and challenges. students have the chance to profoundly

master their practical skills. On the other hand, with this opportunity come serious responsibility and accountability. Internship and practical teaching functions of the future must be operated, rather than a formality.

REFERENCES

1. Sparrow, P., Schuler, R. S., & Jackson, S. E. (1994). Convergence or divergence: human resource practices and policies for competitive advantage worldwide. *International Journal of Human Resource Management*, 5(2), 267-299.
2. Warner, M. (1996). Human resources in the People's Republic of China: The 'three systems' reforms. *Human Resource Management Journal*, 6(2), 32-43.
3. Ngo, H. Y., Lau, C. M., & Foley, S. (2008). Strategic human resource management, firm performance, and employee relations climate in China. *Human Resource Management*, 47(1), 73-90.
4. Liu, Z., Li, J., Zhu, H., Cai, Z., & Wang, L. (2014). Chinese firms' sustainable development—The role of future orientation, environmental commitment, and employee training. *Asia Pacific Journal of Management*, 31(1), 195-213.
5. Warner, M. (2010). In search of Confucian HRM: theory and practice in Greater China and beyond. *International Journal of Human Resource Management*, 21(12), 2053-2078.
6. Mayes, B. T., Finney, T. G., Johnson, T. W., Shen, J., & Yi, L. (2017). The effect of human resource practices on perceived organizational support in the People's Republic of China. *The International Journal of Human Resource Management*, 28(9), 1261-1290.
7. Potter, P. B. (2004). Legal reform in China: institutions, culture, and selective adaptation. *Law & Social Inquiry*, 29(2), 465-495.
8. Wang, S., Tu, Y.L., & Liu, S. (2014). The evolution of state-owned enterprises in South China: The choice of property right system perspective. *The Anthropologist*, 18(1) : 103-111.
9. Zhu, C. J., Zhang, M., & Shen, J. (2012). Paternalistic and transactional HRM: the nature and transformation of HRM in contemporary China. *The International Journal of Human Resource Management*, 23(19), 3964-3982.
10. Rarick, C. (2009). The historical roots of Chinese cultural values and managerial practices. *Journal of International Business Research*, 8(2), 59-66.
11. Wang, S., & Tu, Y.L. (2016). Involvement Research and Organizational Culture Construction: A Business Anthropological Case Study in China. *The Anthropologist*, 24(2): 526-533.
12. Quer, D., Claver, E., & Rienda, L. (2007). Business and management in China: A review of empirical research in leading international journals. *Asia Pacific Journal of Management*, 24(3), 359-384.
13. Tu, Y.L. (2019). The Research and Practice Exploration of the Effect of Cooperative Learning Method in Accounting Bilingual Teaching. *Scholars Journal of Economics, Business and Management*, (6):323-328.
14. Zhang, Y., Farh, J. L., & Wang, H. (2012). Organizational antecedents of employee perceived organizational support in China: a grounded investigation. *The International Journal of Human Resource Management*, 23(2), 422-446.