

Innovative practice of RMP training mode under multi-level course objectives

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Abstract: Currently, most universities focus on cultivating applied talents with indicators such as knowledge, skills, and qualities, and even emphasize comprehensive talents based on interdisciplinary research. This lays a stronger capital and foundation for career development planning, and can encourage students to break through professional limitations in the future, become comprehensive high-end technical and management talents, and achieve higher value. Here, this article proposes an innovative practice of RMP training mode under multi-level course objectives, and analyzes the adaptability and feasibility of this mode using the course of Human Resource Management as an example.

Keywords: Multi level course objectives; RMP; Training mode

1. Introduction

In the professional curriculum system of universities, there are always some relatively independent courses. These courses, as auxiliary courses, although not strongly related to professional courses in content setting, play an indispensable role in student cultivation. For students majoring in business administration and even other fields, the course of Human Resource Management holds irreplaceable importance. This article takes the course of Human Resource Management as an example to demonstrate how the teaching team used the RMP training method (as shown in the figure below) to achieve the multi-level goals of the course during the teaching process.

2. Multi stage goals lay the foundation for students' future development

In the past, when teaching the course "Human Resource Management" for non-human resource management students, teachers paid more attention to popularizing basic human resource management knowledge to students, in order to enable them to discover problems, judge right and wrong, and actively respond when facing job hunting before graduation and future practical work. There are differences in the management methods implemented by enterprises for employees in different positions, so students from different majors should have differences in learning and understanding the course of Human Resource Management. Teachers should also have different focuses and goals when teaching the course of Human Resource Management to students from different majors.

2.1 Initial objective

The initial goal of the Human Resource Management course should focus on knowledge and its application, which means that students should master the core knowledge of human resource management, such as job analysis, recruitment, training, performance, compensation, etc., and be able to analyze and solve human resource management problems in specific contexts. Non human resource management students have a relatively small proportion of positions related to human resource management in their future employment choices. This course cannot cover all the relevant theories, methods, technologies, etc. of human resource management. Therefore, during the teaching process, core knowledge is taught to students to help them understand and master, and to be able to analyze and solve specific problems in specific situations based on this, which becomes the basic goal of this course.

2.2 Mid level objective

The intermediate goal of the Human Resource Management course is to guide students to think from different roles, such as job seekers, employees, HR, managers, entrepreneurs, etc., propose diverse solutions, and continuously strengthen self-management in team learning and self-learning. On the issue of employment, teachers have always emphasized to students that majors should be the advantage of future career choices, rather than the concept of being confined. Therefore, during teaching, they continuously guide students to set aside their per-

sonal professional background, actively think about potential future career roles, and complete phased tasks in groups, exercising students' teamwork spirit, proactive sense of responsibility, and dialectical thinking ability. By implementing a fair and reasonable grading mechanism, students can strengthen their self-management and prepare themselves for entering the workplace in the future.

2.3 High order objectives

The advanced goal of this course is to help students establish a correct career outlook, enhance confidence, actively explore and forge ahead, and empower the development of smart cities from the perspective of ownership. College students are the reserve talents of the country and the driving force for the future development of society and enterprises. The rapid development of information technology has brought numerous opportunities, but it has also had a huge impact on some professions or fields with strong substitutability, leading to poor employment prospects in many majors, and students in these majors even question their professional choices. At present, many cities are constantly introducing more competitive talent policies and measures in order to attract and retain talents. Talent policies have also expanded from the original postgraduate degree to undergraduate or even vocational education, which is very beneficial for college students.

3. RMP training achieves comprehensive improvement of students

In the teaching process of "Human Resource Management" over the years, the author found that due to significant differences in students' professional characteristics and mastery of basic management knowledge, they are unable to establish a connection between this course and other courses during learning, resulting in insufficient awareness of the importance of this course among students. At the same time, this course is an interdisciplinary subject that extensively absorbs knowledge from multiple disciplines, with strong practicality and applicability. However, due to the limitations of the learning environment, there are significant differences between students' professional abilities and future required vocational skills. To address the above issues, the teaching team proposes an RMP training model based on the professional characteristics, personalized needs, and future social needs of students, in order to better achieve the multi-level goals outlined above.

3.1 R: Role

It refers to the ability of students to establish role awareness, transition between employees, HR, managers, and entrepreneurs, and think about problems from multiple perspectives. Students have limited experience and often cannot immerse themselves in pre-set situations, resulting in being one-sided in thinking and problem-solving due to the influence of their profession. But they will gradually grow into employees, HR, managers, and entrepreneurs in the future. One of the tasks of teachers is to constantly guide students to establish role awareness, view a phenomenon from different roles, think about the reasons for the phenomenon from different roles, judge the methods and approaches to solve problems from different perspectives, and not be influenced by the thinking stereotypes that may be brought by their profession.

Especially in the issue of employment, teachers should guide students to break the traditional notion that "jobs that match their profession are more suitable for themselves", and make their profession their career advantage rather than a limitation. They should actively reflect on their abilities, interests, advantages, and what job they have a higher match with in their college career, or the gap between their comprehensive qualities required for their ideal job, and how to narrow the gap. For example, asking students to think, "As an interviewer for a mechanical company, you need to choose between a bachelor's degree in marketing and a bachelor's degree in mechanical engineering, and who would you choose?" Here, students need to consider multiple aspects such as the company's background, actual job requirements, professional skill barriers, and employee career development plans. Students must set aside the profession itself, consider employment costs and expected benefits from the perspective of the employer, and also consider what kind of salesperson is more professional and persuasive from the perspective of the target customer group.

3.2 M: Management

Students are able to comprehensively analyze their strengths and weaknesses, and lay a solid foundation for entering the workplace in the future by strengthening self-management. In the course of Human Resource Management, personality and career choice are one of the

opening topics, allowing students to use SWOT for self analysis and preliminary thinking on future career choices. The school where the author is located is mainly aimed at students who meet the score line for third tier universities. Compared to other public universities, its popularity is not high. However, this does not mean that students will not necessarily be as good as students from well-known universities when it comes to employment. Teachers need to emphasize to students that the starting line may differ due to differences in school, major, subject grades, etc. The important factors that ultimately affect whether students can succeed in their careers are actually courage, perseverance, and innovation.

In the explanation of job analysis and quality models, students continue to understand the differences in employee quality requirements among different professions, find what they want and what suits them, and judge the gap between their current self and what they should become in the future. They also think about how to shorten the gap, develop stage plans, and overall goals. Teachers enhance students' active participation and thinking through group tasks, manage their roles well in the team, hone themselves through repeated tasks, enhance self-confidence, and engrave persistence in the depths of their thinking. They constantly discover new things, accept new concepts, and create new models, preparing themselves for truly entering the workplace in the future. For example, if a teacher sets interview scenarios for different groups that are completely unrelated to their major, the students in the interview group need to determine the job responsibilities and standards of the recruited position, and draw recruitment posters on the spot. The students in the job search team wrote resumes based on the recruitment requirements of the position, and self entered during interviews, demonstrating a certain level of adaptability in the face of the situation.

3.3 P: Plan

Students are able to become partners in this course and future businesses, and develop clearer and more personalized career development plans. In terms of course content, teachers should fully consider the future practical needs of students, continue to refine key and difficult points, and reduce the proportion of traditional teaching; In terms of teaching methods, it is necessary to fully consider the cultivation of students' abilities in the course objectives. Through group discussions, demonstrations, simulated performances, etc., students can exercise their teamwork and adaptability abilities; In some procedural assessment and evaluation, the use of inter group evaluation and intra group ranking ensures student participation and fairness. By using the above methods, students can become partners in the course.

Teachers emphasize the changes in the future roles of students in different modules of human resource management, explain the functions that different roles should undertake, motivate and motivate students with stories of successful entrepreneurs, maintain a positive attitude and behavior of students, deepen their concept of becoming business partners, and thus have clearer career development goals. Youth are the driving force of the country and the nation, and their sense of identity and mission towards the country and the nation is the source that drives them to strive for progress. In teaching, they insist on instilling social and professional ethics in them, constantly improving and establishing correct worldviews, outlooks on life, and values, enhancing their sense of ownership and spirit, and becoming partners in society.

4. Summary

Through continuous observation by the author and comprehensive feedback from students, it was found that after implementing a multi-level goal RMP training for the Human Resource Management course in some business management majors, students' overall satisfaction with the course improved, and the satisfaction and value points basically met expectations, verifying that this training model is indeed beneficial to the overall development of students. The author believes that other courses that have the same characteristics of teaching for multiple majors and strong practicality as this course are also suitable for this teaching model, but in specific implementation, teaching methods should be changed in combination with course objectives to ensure the achievement of teaching effectiveness.

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