Conference track «Human resources management in the digital age: automation of HR processes»

Инновации и реформа профессионального образования управления людьми

Научный руководитель – liu ming

liu ming
Graduate (master)
Белорусский государственный университет, Минск, Беларусь
E-mail: liuming303x@gmail.com

Conference «Ломоносов-2025»

Секция «Управление персоналом в цифровую эпоху: автоматизация HR-процессов»

Инновации и реформа профессионального образования управления людьми

Научный руководитель –liu ming

liu ming

Graduate (master)

Белорусский государственный университет, Минск, Беларусь

E-mail: liuming303x@gmail. com

Innovation and reform of human resources management professional education

Liu Ming, Master's student, School of Business BSU , Minsk,

E-mail [U+FF1A]liuming303x@gmail. com

Abstract:

This paper explores the innovation and reform of human resource management professional education. It analyzes the current situation and problems of HRM education, discusses the theoretical foundations of educational innovation and HRM, and proposes paths for reforming HRM curricula, teaching models, faculty development, and industry-university collaboration. The study aims to provide insights and recommendations for enhancing the quality and relevance of HRM professional education in the context of changing market demands and technological advancements.

Keywords: human resource management; professional education; educational innovation;curriculum reform.

Инновации и реформа профессионального образования управления людьми

Лю Мин, студент магистра, Школа бизнеса БГ у, Минск,

E-mail [U+FF1A]liuming303x@gmail. com

Абстрактный:

В этом документе рассматривается инновации и реформа профессионального образования управления персоналом . Он анализирует текущую ситуацию и проблемы образования HRM, обсуждает теоретические основы образовательных инноваций и HRM, а также предлагает пути для реформирования учебных программ HRM, моделей преподавания, развития преподавателей и сотрудничества в области отраслевого универсала . Исследование направлено на предоставление понимания и рекомендаций по повышению качества и актуальности профессионального образования HRM в контексте изменения рыночных потребностей и технологических достижений .

Ключевые слова: управление человеческими ресурсами; Профессиональное образо- вание; образовательные инновации; Реформа учебной программы .

Human resource management professional education plays a crucial role in preparing future HR professionals to meet the evolving needs of organizations in an increasingly complex and dynamic business environment. As the strategic importance of human capital continues to grow, the demand for well-trained and competent HRM professionals has never been higher.

Effective HRM education not only equips students with the knowledge and skills necessary to manage human resources but also fosters their ability to think critically, solve problems, and adapt to change. However, HRM professional education faces several challenges in the current context.

Rapid technological advancements, globalization, and changing workforce demographics have transformed the nature of work and the role of HR professionals. Traditional HRM curricula and teaching methods may not adequately address these new realities, leading to a gap between the competencies developed in educational settings and the skills required in the workplace. Moreover, the lack of practical experience and industry exposure among HRM faculty, as well as limited collaboration between universities and businesses, can hinder the relevance and effectiveness of HRM education. To overcome these challenges and ensure the continued success of HRM professional education, it is imperative to explore innovative approaches to curriculum design, teaching and learning, faculty development, and industry partnerships.

Human resource management (HRM) professional education has undergone significant changes both domestically and internationally. In the early stages, HRM education focused primarily on personnel administration and labor relations [1, p. 47]. As the field evolved, the emphasis shifted towards strategic HRM, talent management, and organizational development [2, p. 92]. Today, HRM professional education encompasses a wide range of topics, including recruitment and selection, training and development, performance management, compensation and benefits, and HR analytics [1, p. 56].

Figure 1 - The Evolution of Human Resource Management Professional Education(Illu

Despite the developments in HRM education, there are still some big challenges that must be overcome. Many HRM programs cannot keep pace with the rapidly changing business environment and the changing organizational requirements [2, p. 103]. Traditional and innovative approaches coexist side by side in the current state of HRM professional education; some programs have already embraced new technologies and pedagogical methods, while others stick to conventional practices [1, p. 62].

Another very topical problem that the professional education of HRM faces is related to the disunity between curriculum design and market demand. Most of the courses for HRM are not linked to those skills and competencies required by employers in the workplace environment [2, p. 95]. This is likely to be the reason why students would become incompetent once they face the modern workplace environment and fail to find an appropriate job in their field of study [1, p. 58].

Another problem is the outdated teaching methods and tools used in many HRM programs.Traditional lecture-based approaches and case studies may fail to engage students or develop the critical thinking and problem-solving skills required in today's complex business environment [2, p. 107]. This may be further exacerbated by a lack of experiential learning opportunities and real-world projects that can help bridge the gap between theory and practice [1, p. 64].

Quality and practical experience is another shortcoming of HRM faculty. Most of the professors teaching HRM courses have less work experience, which may reduce the knowledge about up-to-date technologies and human resources practices [2, p. 98]. Hence, what may be learned at school, in this respect, will not be relevant or directly applicable outside the school [1, p. 60]. Furthermore, a general lack of professional development opportunities for the faculties in HRM could lead to their inability to keep up with the field and provide relevant instruction accordingly _x0007_ [2, p. 110].

The limited collaboration between HRM programs, industry partners, and research institutions can impede the development and dissemination of new knowledge and best practices [1, p. 66]. Without strong partnerships and knowledge-sharing mechanisms, HRM education may struggle to keep pace with the evolving needs of organizations and the changing nature of work [2, p.

105].

For this reason, professional education in HRM should welcome innovation and reform on multiple dimensions: curriculum redesign, pedagogical innovation, faculty development, and increased industry-university collaboration. The key would be to bring HRM education in tune with market requirements, newer technologies, and teaching methods while fostering a culture of continuous learning and improvement in HRM programs so as to prepare students better for challenges and opportunities in the modern workplace.

According to [3, p. 127], educational innovation can be described as the introduction of new ideas, methods, or practices in an attempt to improve the quality and effectiveness of teaching and learning. In this regard, it shifts from tradition and turns into learner-centered, experiential, and technology-enhanced pedagogies [4, p. 82]. In general, the process of educational innovation involves the identification of a problem or opportunity, the generation and evaluation of new ideas, the implementation and testing of new approaches, and the dissemination and scaling of successful innovations [3, p.131].

One could differentiate a number of models of educational innovation, among which are a linear model that puts an emphasis on successive stages of research, development, and diffusion, and the interactive model underlining the iterative and collaborative nature of innovation [4, p. 86]. Other models refer to the open innovation model and design thinking model in driving educational innovation with relevance to external partnerships and user-centered design, correspondingly [3, p. 135].

The theory of HRM gives a framework that helps in understanding the strategic role of human capital in organizations and the practices and processes that support effective people management [4, p. 90]. The core underpinning theories that constitute the foundational basis of the HRM debate involve the resource-based view, wherein such human resources need to be valuable, rare, inimitable, and non-substitutable to become the source of competitive advantage; human capital theory-that is, investments in education, training, and development enhance individual and organizational performance [3, p. 139].

Recent developments in the theory of HRM have focused on the impact of technological developments, such as artificial intelligence and big data analytics, on HR practices and the changing nature of work [4, p. 93]. Other emerging areas include sustainable HRM, which emphasizes the long-term social, environmental, and economic impact of HR practices, and global HRM, which addresses the challenges and opportunities of managing a diverse and geographically dispersed workforce [3, p. 143].

IUR collaboration deals with the inter-linking or cooperation between academic institution-business-research organization for knowledge creation, technology transfer, and innovation [4, p. 88]. It can also take several other forms, which include joint projects, consulting projects, licensing technology, and sharing and developing talents in general knowledge creation [3, p. 133].

The collaboration in IUR can enable the development of innovative and market-responsive HRM curricula by drawing on the expertise and resources of industry partners [4, p. 95]. Joint research and consulting projects can allow for keeping HRM faculty abreast of recent trends and practices in the field and provide relevant and current content in their teaching [3, p. 141].

For IUR collaboration to be effectively implemented in HRM professional education, it is important to clearly set goals, roles, and responsibilities for all partners, as well as develop robust communication and coordination mechanisms that take into account all parties involved [4, p. 89]. What is more, IUR activities should be embedded in the strategic priorities of an academic institution and the needs of the industry partners, and should be continuously updated based on feedback and outcomes of this collaboration [3, p. 145].

In particular, HRM professional education has the potential to increase relevance, responsiveness, and impact in the preparation of future HR leaders and professionals by drawing on the principles and practices of educational innovation, HRM theory, and IUR collaboration. Theoretically, these underpin the design and implementation of effective reform and innovation initiatives that may well transform HRM education and align it more with the emerging workforce and workplace needs.

The curriculum system needs to be optimized if HRM education is to be aligned with the changing market demand; designing the course based on market demand, balancing theoretical foundations and practical courses [5, p. 162]. All classes should be integrated and coherent in order to ensure that students have a holistic view of the functions of HRM and their connections [6, p. 208]. The inclusion of the most recent topics and trends, such as HR analytic, digital HR, and sustainable HRM, would make the curriculum relevant and future-oriented [5, p. 170].

Innovation of the teaching model is indispensable in engaging students and developing their critical thinking, problem-solving, and decision-making skills. Introduction of interactive teaching methods, such as case studies, scenario simulations, and role-playing exercises, may provide students with opportunities to apply theoretical knowledge in real-life situations [6, p. 215]. Application of information technology tools, including online learning platforms, multimedia resources, and virtual reality simulation, may enrich the learning experience and make learning more individualized [5, p. 174].

Table 1 - Comparison of Traditional and Innovative Teaching Models in HRM Education Aspect

Aspect
Traditional Teaching Model
Innovative Teaching Model
Pedagogy
Teacher-centered, lecture-based
Student-centered, interactive
Learning Activities
Passive listening, note-taking
Active participation, problem-solving
Technology Integration
Limited, mainly for presentations
Extensive, for content delivery and collaboration
Assessment
Emphasis on exams and essays
Emphasis on projects and portfolios

Building a blended learning platform that combines online and offline components can provide flexibility, accessibility, and personalization in HRM education [6, p. 220]. Online modules can deliver foundational knowledge and self-paced learning, while offline sessions can focus on hands-on activities, group discussions, and expert feedback [5, p. 168]. Enhancing the theoretical expertise and practical experience of HRM faculty is vital for delivering high-quality education. Providing opportunities for faculty to engage in research, attend conferences, and pursue professional certifications can help them stay current with the latest developments in the field [6, p. 212]. Recruiting and cultivating "dual-qualified" faculty who have both academic credentials and industry experience can bring valuable insights and real-world perspectives to the classroom [5, p. 164].

Establishing a teaching team that integrates academics, practitioners, and researchers can foster a collaborative and multidisciplinary approach to HRM education [6, p. 223]. This can involve inviting guest speakers from industry, partnering with HR professional associations, and engaging in joint research projects with businesses and research institutions [5, p. 176].

Deepening university-enterprise cooperation and integrating production and education can provide students with valuable opportunities to apply their knowledge and skills in authentic work settings [6, p. 218]. Co-constructing HRM practice teaching bases, such as HR shared service centers or talent development centers, can serve as platforms for experiential learning and industry collaboration [5, p. 172].

Developing practice-based courses that revolve around real-world projects and challenges can help students develop job-ready skills and competencies [6, p. 205]. These courses can be co-designed and co-delivered by university faculty and industry experts, ensuring their relevance and practicality [5, p. 160].

Establishing a talent cultivation and enterprise employment docking mechanism can facilitate a seamless transition from education to work [6, p. 225]. This can involve setting up career development services, organizing job fairs and networking events, and creating alumni mentorship programs [5, p. 178].

By optimizing the curriculum system, innovating the teaching model, strengthening faculty development, and deepening university-enterprise cooperation, HRM professional education can better prepare students for the challenges and opportunities of the future workplace. These reform and innovation initiatives can help bridge the gap between theory and practice, develop students' key competencies and skills, and enhance the overall quality and relevance of HRM education.

Conclusion

In conclusion, the innovation and reform of human resource management professional education are crucial for preparing future HR professionals to meet the challenges and opportunities of the rapidly evolving business landscape. By optimizing the curriculum system, innovating the teaching model, strengthening faculty development, and deepening university-enterprise cooperation, HRM education can enhance its relevance, responsiveness, and e[U+FB00]ectiveness in developing the knowledge, skills, and competencies required for success in the [U+FB01]eld. The theoretical foundations of educational innovation, HRM, and industry-university-research collaboration provide a solid framework for designing and implementing reform initiatives. However, the success of these e[U+FB00]orts depends on the commitment and collaboration of all stakeholders, including educators, administrators, students, employers, and policymakers. It is essential to foster a culture of continuous improvement, experimentation, and adaptation in HRM education, driven by a shared vision of excellence and a passion for developing human potential.

As the world of work continues to change, so too must the world of HRM education. By embracing innovation and reform, HRM programs can not only keep pace with the evolving demands of the marketplace but also shape the future of the profession and contribute to the success of individuals, organizations, and society as a whole.

Reference

1. Armstrong, M., Armstrong's Handbook of Human Resource Management Practice. 2020- p. 45-67.

2. Ulrich, D., & Brockbank, W. (2016). The HR Value Proposition. Harvard Business Review Press, p. 89-112.

3. Cascio, W. F., & Boudreau, J. W. (2018). Investing in People: Financial Impact of Human Resource Initiatives. Pearson Education, pp. 123-145.

4. Lawler, E. E., & Worley, C. G. (2019). Management Reset: Organizing for Sustainable E[U+FB00]ectiveness. Jossey-Bass, p. 78-95.

5. Pfe[U+FB00]er, J. (2017). The Human Equation: Building Pro[U+FB01]ts by Putting People First. Harvard Business Review Press, p. 156-178.

6. Boxall, P., & Purcell, J. (2021). Strategy and Human Resource Management. Palgrave

Macmillan, p. 201-225.

Illustrations

Рис . : Figure 1 - The Evolution of Human Resource Management Professional Education
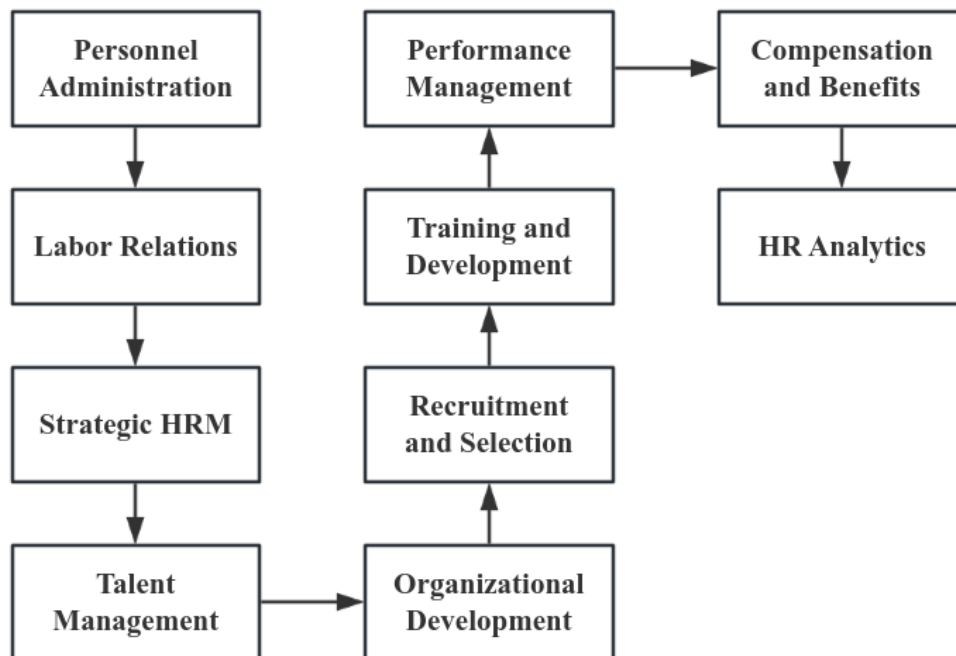
Illustrations

Рис. : Figure 1 - The Evolution of Human Resource Management Professional Education