

Research on teaching reform and work innovation of HRM driven by AI

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Abstract—The rapid development of artificial intelligence (AI) have brought great challenges to the real human resource management (HRM), and also put forward higher requirements for the teaching of HRM. The teaching design of the curriculum group of HRM should take the training of the students' management practice as the core, guided by the innovative teaching ideas and teaching ideas that professional teachers keep pace with the times, so as to break the traditional teaching methods and the new methods suitable for the AI era. Therefore, in the teaching and research of HRM, the teaching design of the AI driven HRM course group is put forward, and the relationship between AI and HRM is analyzed in depth to solve the misunderstanding of the two people.

Keywords-AI;HRM; teaching; work

I. INTRODUCTION

HRM has received more and more attention in the society. However, the rise of AI has brought great impact to HRM and aroused people's doubts. AI is artificial intelligence implemented on computers, or the simulation of human intelligence on machines, or people make machines similar to human intelligence. AI has obvious advantages, and human beings are irreplaceable. Through the characteristic education model, the uniqueness and the irreplaceable nature of human work can be enhanced, so that people can understand the antagonism and integration of AI and HRM more deeply, so as to make a good plan for the related study and work.

With the continuous development of AI, new changes and opportunities have emerged in the human environment. First, Life is full of intelligence and technology. In our daily life and work, there are more and more modern tools available to human beings. Communication, transportation, consumption and learning are more and more convenient. The amount of information is more and more large and the efficiency is higher and higher. Second, AI liberates human and promotes human progress. After the emergence of AI, human beings are liberated from many simple behaviors, constantly learning and mastering higher science and technology, which greatly stimulates the fission of human brain and promotes the innovation and development of human thinking [1]. AI can rely on machines to enter and be in a dangerous environment to do high-risk work, avoiding the innocent harm of human beings. Third, AI can improve work efficiency and accuracy. The speed of AI is very fast. It can run calculation, test results and instant feedback in a short time, and kill the wrong instructions and behaviors in the cradle. But everything has two sides, AI is not perfect and omnipotent. First, the unemployment

rate is high. Simple jobs can be achieved through AI, which will lead to low skilled employees facing unemployment. Although the initial cost of AI is relatively high, the later investment and maintenance costs are relatively small, and managers can also save a lot of time, energy, psychology and other costs. Second, the potential danger is great. The center of AI lies in human beings, while "human beings are not sages, who can't make mistakes". In the R & D process, there are more or less various deficiencies, leading to the situation that the execution process is difficult to control. Even if technology experts set up artificial interference, AI will become accomplice of criminals. Third, inertia increases. People will be eliminated if they don't make progress, but it's not realistic for everyone to become a technology giant. The HR market can't accommodate all highly skilled personnel. The material world has progressed, everything depends on AI, human inertia has gradually increased, physical strength and ability have degenerated [2].

II. LITERATURE REVIEW

W.T. Kan and Y.T. Ge pointed out that enterprises need innovative HRM professionals, but the students of HRM major have weak innovation awareness and lack of innovation motivation, so they need to build a practical teaching system for training innovative talents of HRM major [5][6]. R.H. Mi thought that to enrich and develop the practical teaching system of HRM major based on professional ability is conducive to improving the competitiveness of talents [7]. S.Y. Zhao and W.X. Gong say that the major of HRM lacks systematic and complete practical teaching planning, and the assessment methods and standards for practical teaching are incomplete [8]. L. Zhong believed that the curriculum of HRM major should comprehensively consider the characteristics of students, and update the personnel training objectives and contents in accordance with the qualification standards of HR managers and post requirements [9]. M.C. Kong proposed to establish a modern HRM professional skills training room, equipped with professional skills software with strong operability and vivid image [10].

TABLE I. MONTHLY WAGE STATISTICS OF HRM PRACTITIONERS

Monthly wages (CNY)	2-3K	3-4.5K	4.5-6K	6-8K	8-10K	10-15K	15-20K	≥ 20K
proportion (%)	4.7	11.3	28.3	25.4	11	10.1	3.5	5.7

In 2019, 3450 HRM practitioners were randomly investigated, with an average monthly wage of 6340 yuan. The monthly salary

of 4.5-8k accounts for 53.7% of the total number of HRM practitioners. It shows that the wage level of HRM is low at present. With the society paying more and more attention to HRM, the income level of HRM practitioners will be greatly improved. (see Table I.)

TABLE II. COMPARISON OF WORKING AGE AND MONTHLY AVERAGE WAGE

Working age	Fresh graduates	1-3Y	3-5Y	5-10Y	≥10Y
Average monthly wage(CNY)	5.5K	6K	7.5K	12K	17K

Although the income of fresh graduates who are engaged in HRM is relatively low, with the increase of working age, the monthly average wage increases greatly. Table II shows that the average monthly wage of the employees who work 5-10Y is 118.2% higher than that of the employees who just graduated. The prospect of HRM for a long time is better, and the value content of HR is higher and higher.

III. RESEARCH DESIGN

A. Teaching Ideas

HRM is indefinite. Everyone can only learn from all kinds of HRM theory and method, but can't copy, because in different circumstances, only using targeted, suitable HRM means, can achieve better management effect. The teachers should start with the students' daily learning, life and work behavior, analyze and guide the students' management behavior, and help the students find their own and unique management methods in the continuous learning - Practice - re - Learning - and practice. In order to improve the students' attention and interest to the curriculum, the teaching of the curriculum group of HRM should be transformed into "microcosmic -" macrocosm ". When teachers speak theories, do not rush to enumerate the case of human resources management in large companies. Students will feel unreachable and gradually lose interest in courses. On the contrary, the theoretical and macroscopic knowledge is introduced in microcosmic perspective, that is to analyze the cases around the students, guide the students to expand their thinking from the micro personal management angle, promote the middle view enterprise management, and then promote the thinking of the macro social management and the state management [3].

B. Discover Problems

1) *The training objective of practical teaching is not clear, and the reform idea of practical teaching is not correct.*

When many colleges determine the training objectives of practical teaching of HRM major, they only say "training students' application-oriented and innovative abilities" in a general way, but they don't specify which abilities to cultivate for the students of HRM major, so that there is no basis and no rules to follow in the following aspects of talent training program formulation, curriculum system design, professional curriculum setting, etc. The training objectives of practical teaching of HRM major in each college are similar and slightly different. It is not combined with the resources and advantages of the university to carry out accurate analysis, and the training objectives are lack of characteristic positioning. When the teaching reform or personnel training plan is revised, it is only going through the stage,

removing several courses, adding a few new courses, increasing or decreasing credits, even slightly changing the course name, changing the soup without changing the medicine. There is no market investigation, employment investigation, academic discussion and practical expert demonstration, etc. formalism is obvious.

2) *The special practice platform for teaching is not professional, and the number of social practice instructors is insufficient.*

The practical teaching software of HRM in the market is almost in favor of the game mode. Although it has the effect of teaching for pleasure, the knowledge content is too low. It belongs to the fool type and rigid type operation. Students only need to follow the prompts to complete, and many contents can be mastered in an instant. Students feel "so easy". Each student operates in front of a computer. There is no brainstorming of face-to-face communication, lack of teamwork and work innovation. Students lack the practical task of designing and implementing HRM courses in person. They only rely on computer and mouse to learn, and their knowledge is not well mastered and professional training is not deep. At the same time, the teachers who are responsible for the practical teaching task of HRM are seldom engaged in the work of HRM.

3) *The management system of practical teaching is not perfect, the setting of practical teaching links is unreasonable, and the quantity and quality of practical teaching bases are not enough.*

The practice teaching of HRM major is nothing but a nominal one. There is not much difference between the practice teaching and the theory teaching. It is shown as follows: the practice teaching link is disorderly, it is often used by other practice platforms and software of management major, the time planning is unreasonable, the practice curriculum is incomplete, the structure of practice curriculum is unreasonable, and the connection with the theory teaching is not close. The supervision and inspection mechanism is not perfect, and the quality management and evaluation management system is not scientific and perfect. These conditions have a serious impact on the implementation effect of practical teaching and the quality of personnel training. The number of practice teaching bases is an important indicator in the professional evaluation. Colleges hang the plaque of "practice bases" for the establishment of various types of cooperative enterprises, but there are few companies that can really accept the practice of HRM students, and there are few companies that can really achieve the goal of practice teaching and training. The practice teaching base does not spell the quantity, the form and the essence. The reform of practice teaching is just a slogan.

C. Teaching Design

1) *Time is appropriate.*

Different teachers look at the same textbook from different perspectives, so different teachers bring different professional contents to students. This is because teachers will integrate their experience, experience and summary into the teaching process when preparing lessons. After the teacher has mastered the theory of HRM and management thought, more students' practice behavior is used to verify the theory and deepen the understanding of the students in the classroom. This requires teachers to arrange teaching content reasonably, according to my teaching practice,

30% of the time in the teaching of theoretical explanation, 60% of the time for students to practice and guide the practice of students.

2) Optimization of teaching process.

Whether students can master more professional knowledge and skills in class, the design of teaching process also plays a great role. First, the theory becomes realistic. The explanation of the pure theory is dull and boring. If a teacher can run through his own experience and what he sees and heard, it can make the difficult theory more persuasive and attract the attention of the students. Secondly, the complexity is simple. Students have little knowledge of big companies. The direct introduction of such cases will bring pressure to students. Students will be able to retreat and have no interest in the course of HRM. If teachers can manage from self-management to class, and then to enterprise management, social management, and gradually expand the scope of management and increase the difficulty of analysis, the students will find that "management is around and managed everywhere". In the end, it is simple to deepen. Teachers turn students into practical subjects, set corresponding management practice tasks, let students extend from class to class, so that students will change their knowledge into their own management ability.

3) Various teaching methods.

In order to achieve a better teaching goal, teachers' teaching methods are particularly important. Teaching methods suitable for students can often play 42 roles. Students are not only keen on participation, but also the teaching process of teachers.

a) experiential style: In this way, after the introduction of the theory, the teaching field will set up practical activities so that students can participate in and experience the feasibility of the theory at once. In practical work, face-to-face communication between people can't be replaced by AI. For example, in the analysis of the "communication barriers" in HRM, four kinds of communication situations can be set: first, all students are present, teacher and monitor communicate with the class management; second, only teachers and class leaders are present and communication; third, students are present, class length and class Committee communication; fourth, only the monitor and the class committee are present and communicate. Through participation, students can easily understand the factors of communication, communication skills and so on.

b) observation: This method is to set the corresponding situation before the teacher is ready to explain a chapter, so that the students can behave naturally. The emphasis of the teacher is to observe the students, and then analyze the students according to their performance. For example, in explaining the content of the interview, the teacher can take the classroom as the interview site, let some students play the interviewer, some students play the applicant, and let the students play according to their wishes from beginning to end. Teachers and other students observe and record them on the spot, and then solve the problems in the interview with on-site guidance.

c) expansion: After finishing the whole knowledge, through a large game activity, let the students integrate the knowledge they learned. For example, after planning, organizing, leading and motivating, students are assigned an outdoor team work. Before starting, teachers should emphasize what knowledge to use to accomplish tasks. In the activity, leaders and leaders will appear, and employees who are active and indifferent will also appear.

After the activity, students will realize that it is not easy to accomplish a task together. It is necessary to use the knowledge that is learned in a comprehensive way [4]. This way not only enables students to deepen their understanding of the chapters they have learned, but also lays the groundwork for the content they want to talk about, so as to achieve the goal of killing two birds with one stone.

d) professional tasks and curriculum tasks must be preceded with clear objectives: After students understand the actual situation of HRM, they should assign professional learning tasks to students, make it clear that they should develop correct professional ethics and ethics of HRM in college, exercise and improve the professional skills of six modules, and have the ability to innovate working methods and optimize working processes on this basis. Before the beginning of teaching, the professional teachers should clearly introduce the practical ability of the students after the end of the course, and all the learning process and content should focus on this ability goal.

e) cultivate professional habits and develop the unique ability of people: HRM needs people to deal with human affairs and solve human problems, which can't be replaced by AI. HRM workers should learn to observe, especially recognize their inner thoughts and activities through the changes of words and deeds, environment, etc. This ability and habit need to be developed in college. Professional teachers guide students to observe their classmates, friends and other people around them, and analyze the psychological changes represented by words and deeds. As time goes by, students have the working habits of HRM, which will lay a good professional quality for the professional work in the future.

IV. INNOVATION OF HRM

A. Selection: personnel recruitment and allocation

In HRM practice, the use of AI technology can be realized. First, through the depth analysis of machine and software, screening resume and predicting the potential development trend of employees, forming an employee assessment form. Second, according to the job requirements, the effective recommendation of the matched employees. Third, through voice and visual interviews, analysis of the interviewer. As a result, a comprehensive evaluation form is formed. During the period, AI can effectively reduce the subjective factors of people, complete the whole process of recruitment openly, transparently and objectively, but the interviewing link must be lack of interaction and face-to-face various senses. The information may be distorted and incomplete and affects the selection effect.

B. Educating: employee training, employee development and promotion

AI can make and recommend individualized courses according to the interests of the employees, research expertise, character characteristics and other factors, send the tweets that conform to the characteristics of the employees, and create a good environment and atmosphere for the staff to learn. After a period of time, combined with the staff's learning situation, the individual career planning is formulated to help staff develop and improve. At present, the society advocates the establishment of "learning organization", which is composed of a certain number of people. "I have a thought, you have a thought, we exchange each other, each person will have at least two ideas." the real contact between

man and man will produce a collision of thought, which can bring a quantum reaction. AI can't achieve such interaction and innovation, to a large extent, trapped in people.

C. Employing: work arrangement, employee experience, performance appraisal

The principle of employment is to arrange suitable people to suitable positions and to give scientific tasks. Employing people is a process of mutual choice. Effective two-way communication is needed to enhance employees' selectivity and sense of existence. AI can provide the staff specific work content and optimized work process, and can also carry out an effective and comprehensive analysis of the results of the employees' work, get the results of the assessment, and accurately identify the employees' potential, and provide the basis for the development and promotion. Although the whole process is scientific and fluent, the real experience and psychological satisfaction of the employees can't be obtained. The subtle changes and randomness of the staff's thought, spirit, psychology and behavior depend on the careful observation and control of the HRM staff.

D. Retaining: salary management, mobile forecasting, turnover training

AI is used to analyze the variables of the workplace, such as individual differences, organizational environment, and external changes, and construct the indicators of different angles and different levels, give individualized and targeted remuneration benefits according to the actual performance of the employees, and provide the managers according to the feedback of employees' evaluation and feedback. Effective measures should be taken to avoid the deterioration of the situation. These functions and functions of AI are more to complete the presupposition task, the procedural and the pattern is more obvious, often can't relate to the employee's psychological contract content, and the present worker cares more about the psychological contract, which is the human being can feel, change and provide.

The success or failure of the practical teaching reform of HRM major determines the quality of HRM major and the effect of personnel training. The practice teaching reform of HRM major can't be accomplished overnight. It needs to be carried out on the basis of professional research and combined with the development trend of science and technology. AI depends on computing technology, but it also determines the development of computing technology to a certain extent. Nowadays, a lot of AI research results have been involved in the field of HRM, which has brought both help and threat to human work. Combined with the development of AI, people need to improve the identification of present and future development opportunities through the

education of HRM, improve the irreplaceable nature of human work, and combine the precise quantification of AI with the subtle quality of human, so as to innovate efficient and scientific methods and complete the challenging work. The emergence of AI not only brings people closer to each other, but also extends the distance between people. AI has changed the working environment of HRM, provided convenience and improved efficiency for it, but also put forward higher requirements for HRM workers. HRM should give full play to the positive role of AI, combine the advantages and advantages of human beings, so as to achieve the management goal of people-oriented.

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