

Exploration and Practice Research on Ideological and Political Teaching Design of Personnel Quality Evaluation Course

Shuo Gao^{1,a,*}

¹*School of Economics and Business Administration, Heilongjiang University, Harbin, 150080, China*

^a*2020002@hlju.edu.cn*

^{*}*Corresponding author*

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Abstract: The ideological and political construction of professional courses is an important link in the curriculum construction of colleges and universities, and it is also a necessary means to train high-quality talents. The emphasis of curriculum ideological and political construction is to redesign teaching around teaching objectives, teaching contents, teaching methods and teaching evaluation. Taking the personnel quality evaluation course as an example, this paper explores the ideological and political elements of the course, defines the ideological and political teaching objectives of the course, reshapes the teaching content, comprehensively uses various teaching methods such as teaching method, case teaching method, group discussion method and scenario simulation method, carries out online and offline mixed teaching with the help of the Superstar learning platform, implements an evaluation mechanism with diversified evaluation forms and full evaluation process, and realizes the organic integration of value shaping, knowledge imparting and ability cultivation.

1. Introduction

In recent years, the Party and the State have attached great importance to curriculum ideological and political education. In 2019, the General Office of the Communist Party of China Central Committee and the General Office of the State Council issued Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era, and in 2020, the Ministry of Education issued the Guiding Outline for the Construction of Ideological and Political Courses in Colleges and Universities, emphasizing the implementation of the fundamental task of cultivating morality and talents. Value shaping, knowledge imparting and ability cultivation must be integrated [1]. Teachers should guide the shaping of students' values in knowledge imparting and ability cultivation, helping students to shape a correct world outlook, outlook on life and values [2]. Under the call of the national curriculum ideological and political policy, colleges and universities actively carry out the reform of curriculum ideological and political

teaching, integrating values, patriotic feelings, social responsibility, humanistic spirit and other ideological and political elements into professional courses, and creating a teaching model that organically integrates professional courses with ideological and political education [3].

Personnel quality evaluation is the core and backbone course of human resource management major, which mainly understands and grasps the individual quality of employees by judging their explicit behaviour and performance, and then makes decisions on selection, employment, personnel training and development, and performance evaluation. The purpose of the course is to enable students to master the methods and skills of personnel evaluation through the study of personnel evaluation theories and methods, help them effectively identify talents, provide a good knowledge foundation for them to participate in the practical work of enterprises, such as personnel recruitment, development, performance evaluation, reward and punishment promotion, etc., and cultivate the necessary skills for students to engage in human resource management. However, in the teaching process of the traditional personnel quality evaluation course, teachers pay more attention to the teaching of professional knowledge and operational skills, and lack of ideological guidance to students' values and outlook on life. Therefore, it has become an important goal of curriculum reform to infiltrate ideological and political education into the classroom in a way of "moistening things silently". This paper explores the teaching reform mode of personnel quality evaluation course based on the teaching objectives, teaching contents, teaching methods and teaching evaluation.

2. The teaching objectives of personnel quality evaluation course based on curriculum ideological and political ideas

Curriculum ideology and politics refers to the integration of ideological and moral education elements such as theoretical knowledge, value concepts and spiritual pursuit into each professional course, and the fundamental task of education is to strengthen moral education and cultivate people, so as to achieve the effect of tempering students' will and shaping students' ideological and moral cultivation imperceptibly [4]. As a comprehensive educational concept, curriculum ideology and politics is not intended to change the original curriculum attributes, but to put the "educating people" function of ideological and political education in the first place of the curriculum objectives, and through the combination of the original professional curriculum teaching objectives, to build a new curriculum education model of "knowledge imparting, ability cultivation and value shaping", to achieve comprehensive education for the entire personnel, process and aspects [5]. Personnel quality evaluation course takes "people" as the research object, so it is particularly important to integrate the ideological and political concept of "strengthen moral education and cultivate people" into this course. The ideological and political construction objectives of this course include knowledge objectives, ability objectives and ideological and political accomplishment objectives. In the course of teaching, current affairs and politics, socialist core values, excellent traditional Chinese culture, hot issues of enterprises and mental health education are actively integrated into the interpretation of professional knowledge, so as to mobilize students to actively think about human resource management issues faced by the country and enterprises. It can inspire students' patriotic feelings and social responsibility, and realize the organic integration of value shaping, knowledge imparting and ability cultivation. The teaching objectives of the course are shown in Table 1.

Table 1: The teaching objectives of personnel quality evaluation course

| Chapter title | Knowledge objectives | Ability objectives | Ideological and political accomplishment objectives |
|--|--|--|---|
| Introduction to personnel quality evaluation | Understand the concept of personnel quality evaluation and the characteristics of various types | Familiar with various types of personnel quality evaluation operation process | The ideological and political education should be carried out according to the moral quality in the quality structure |
| History and development of personnel quality evaluation | Understand the thoughts and methods of personnel quality evaluation in ancient China | Use the method of ancient personnel quality evaluation for personnel evaluation | Combining the development history of Chinese personnel quality evaluation, provide ideological and political education for students with national and cultural confidence |
| The principle and basis of personnel evaluation and selection | Master the theoretical basis of personnel quality evaluation | Master the operating principle of personnel evaluation practice | Cultivate students' sense of job responsibility |
| Design of standard system for personnel evaluation and selection | Master the basic procedures and methods of personnel evaluation and selection standard system design | Master the design of personnel evaluation index system | Cultivate students' sense of social responsibility by combining competence model |
| The main methods of personnel quality evaluation and selection | Master the main methods of personnel quality evaluation and selection | Master the design and implementation of psychological test, interview and evaluation centre technology | Cultivate students' sense of fair competition, pay attention to their own moral cultivation, honesty and trustworthiness, and form a correct view of career choice |
| Personnel evaluation and selection quality inspection and analysis | Master the reliability, validity and project quality analysis of evaluation and selection results | Master the calculation of assessment reliability, validity, project fitness and differentiation | Cultivate students' serious and rigorous attitude towards work |
| Report and apply the results of personnel evaluation and selection | Master evaluation and selection results report | Design and implementation of personnel evaluation and selection plans using multiple measurement methods comprehensively | Cultivate students' team spirit |

3. Design of teaching contents of personnel quality evaluation course based on curriculum ideological and political ideas

According to the teaching objectives of personnel quality evaluation course, teachers should dig deeply into ideological and political education resources, integrate ideological and political elements into the explanation of key knowledge points in a timely and appropriate manner, so that students can not only master important knowledge and skills, but also establish correct professional ethics, talent outlook and values after entering the job [6][7].

3.1. Chinese traditional culture education in the history and development of personnel quality evaluation

The excellent Chinese traditional culture is the treasure of our culture and can become the ideological and political elements of the curriculum for personnel quality evaluation. In traditional Chinese culture, talent evaluation thoughts can be infiltrated into the classroom in a way of "gentle and silent", such as the seven views proposed by Zhu Geliang in "Knowing Human Nature": asking people to see their will by right and wrong, looking at their change by rhetoric, consulting them with strategy and observe their knowledge, looking at their courage by telling them about disasters and difficulties, looking at their nature through wine, looking at their honesty by benefits, and looking at their faith through things. Zhu Geliang understands people from the two aspects of language and behaviour, which is a very practical way to understand people. By explaining these ideas, teachers can not only enhance students' cultural self-confidence and patriotic thoughts, but also cultivate students' good words and deeds [8].

3.2. Sense of social responsibility in competency model

The concept of competency was first proposed by Harvard professor David McClelland in 1973. Competency refers to the deep-seated personal characteristics, such as motivation, traits, knowledge and skills, that distinguish the outstanding achievers from the ordinary ones in a particular job. Competency model has become an important basic work of modern human resource management. By constructing the competency model of a certain position, we can effectively carry out the work of human resource management on this basis [9]. The traditional teaching mode only introduces the concept of competency model, but this course leads students to build a competency model for a certain position in the form of cases to help students get familiar with the process and method of building competency model. At the same time, guide students to realize that the choice of future jobs is appropriate, let students tap their potential qualities, guide students to be positive, and strengthen their sense of social responsibility.

3.3. The correct view of career choice in psychological tests

In explaining the psychological test which is the main method of personnel quality evaluation and selection, teachers can help students form correct self-cognition and career outlook through proper use of classic evaluation tools. The classic evaluation tools with high validity and reliability are used to measure each student's personality traits, motivation, personal quality, mental health, career interests, etc., so that students can know themselves in an all-round way. For example, Eysenck personality test, Cattell 16 personality test, mental health clinical symptom self-assessment test (SCL-90), MBTI career personality test, Holland career interest test and so on. In the teaching process, teachers should rationally analyse the current employment situation, help students accurately position, establish noble career ideals, and form a correct view of career choice.

3.4. Sense of fair competition in evaluation centre

Evaluation centre is an important evaluation tool for personnel quality evaluation and selection. It is an activity and method to evaluate the psychological and behavioural characteristics of candidates through a series of scientific evaluation means. It is mainly applicable to the evaluation of managers. The most important feature of the evaluation centre is to observe the specific behaviours of the subjects through a variety of situational simulation assessment forms. Evaluation centre is presented in a variety of forms, including document processing, leaderless group discussion, management games, role playing, and interview simulation. Professor Liu Chenggong proposed that "curriculum ideology and politics" is a flexible way to do ideological education, so we should actively explore the law of education and constantly improve teaching methods [10]. Traditional teaching is limited to introducing the concept, advantages and disadvantages of the main forms of evaluation centre, but this course allows students to experience the advantages and disadvantages of different forms of evaluation centre in the actual operation process through case situations, learn to comprehensively use different assessment methods, observe the assessed person from different angles, and verify each other through different assessment methods. It can cultivate students' habit of looking at problems from multiple angles and their ability to identify people. A candidate's sense of responsibility has a veto. Through practical operation, the theoretical knowledge learned by students aligns with practical experiences, which is conducive to cultivating students' sense of fairness and competition.

4. The teaching methods of personnel quality evaluation course based on curriculum ideological and political ideas

The integration of ideological and political elements into the classroom puts forward higher requirements for teachers' teaching methods. This course comprehensively uses teaching method, case teaching method, question-based teaching method, group discussion method, practical method, scenario simulation method and other forms, and carries out online and offline mixed teaching with the help of Superstar learning platform. Teachers upload courseware, videos, cases and other teaching materials related to the content of this chapter before class, strengthen the communication among students and between teacher and students through lectures, theme discussions, group reports and other ways in class, and improve students' awareness and ability of independent learning by assigning homework after class.

5. The teaching evaluation of personnel quality evaluation course based on curriculum ideological and political ideas

This course adopts the evaluation mechanism of diversified evaluation forms and whole process evaluation, and comprehensively evaluates students around mastery of knowledge, ability improvement and self-improvement.

5.1. Diversified evaluation forms

The evaluation is carried out by the combination of formative evaluation and summative evaluation. The formative evaluation accounted for 40%, and the summative evaluation is the end-of-semester written examination, accounting for 60%. First of all, formative evaluation is mainly divided into classroom performance, learning test and group work. The class performance accounts for 10% of the total score and is evaluated by class attendance and participation. The learning test accounts for 10% of the total score and adopts the form of Superstar learning platform objective

questions to assess students' mastery of knowledge. The group work accounts for 20% of the total score and is quantified according to the quality of work completion. Secondly, in addition to examining whether students have mastered the basic knowledge and skills, the final evaluation should also pay attention to the assessment of students' ability and ideological and political accomplishment.

5.2. Whole process evaluation

To realize the whole process evaluation, the performance of students in the whole semester should be included in the scope of achievement evaluation. We divide the evaluation process into three parts: before class, during class and after class. Before class, teachers upload courseware, videos, cases and other teaching materials related to the content of this chapter on the learning platform, and students can learn independently through the learning platform; In the class, the students' participation enthusiasm is assessed through the ways of attendance, random questions, class discussion, etc. After class, through assigning homework, related practical activities and group reporting, students' practical ability is exercised, and it plays the role of value guidance to a certain extent.

6. Conclusion

Based on curriculum ideological and political ideas, this paper makes a preliminary exploration of the reform of personnel quality evaluation course. On the basis of clarifying the ideological and political teaching objectives of the course, this paper deeply explores the ideological and political elements, reshapes the teaching content, uses a variety of teaching methods to fully mobilize the enthusiasm of students, integrates professional knowledge and skills with ideological and political elements, which gives play to the synergistic effect between professional course and ideological and political education. In addition, the whole process and multi-angle evaluation mechanism are adopted to enable students to master knowledge and skills while experiencing and perceiving the social responsibility of human resource managers through practical activities, so as to achieve the educational goal of strengthening moral education and cultivating people.

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