



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission:

Teaching human resource management from a parallel perspective to facilitate student career preparation and job seeking success.

Submission Template for the 2017 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

Teaching human resource management from a parallel perspective to facilitate student career preparation and job seeking success.

Most career center directors say students have a lack of interest in formal career preparation and professional development, which is preventing them from successfully gaining employment. Further, research has shown that students have unrealistic expectations when it comes to the amount of effort and motivation required to attain employment. The proposed workshop focuses on using the traditional Human Resource Management course as a vehicle to facilitate student's career preparation and job seeking capabilities by introducing a dual focus delivery of the HRM course content from both the traditional employer/manager perspective with an additional focus from the applicant/employee standpoint. This parallel focus delivery can create both a more engaging and applied course and one that provides meaningful assistance to students in their pursuit of desired employment.

Human Resource Management
Career Preparation
Experiential Learning
Business Education

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

As educators a primary goal is to facilitate the career post higher education success of our students.

We do this by focusing on providing a well-designed major that delivers the knowledge, skills, and abilities needed for occupations in that major. However, while unemployment and underemployment rates among young graduates are improving they remain substantially higher than before the recession of 2007 began.

Career preparation activities can increase students' chances of obtaining employment upon completion of college. The vast majority of seniors who are interested in finding a job visit the career center during their senior year. However, the percentage using the career center in a more intensive fashion is relatively small. Only 36 percent of seniors interested in entering the work force report making multiple visits per semester to the career center but nearly as many said they didn't visit the career center at all during their senior year. Further, just under 40 percent of all seniors searching for a job saw the career center as helpful. Most (56 percent) university and college career center directors say students have a lack of interest in formal career preparation and professional development, which is preventing them from successfully gaining employment, according to a 2012 survey by the National Association of Colleges and Employers on behalf of the Career Advisory Board. Unrealistic expectations when it comes to the amount of effort and motivation required to attain employments is the biggest challenge for students, the survey finds.

Academia is often slow to change its methods, but it must make career preparation an integral part of a student's college years in new ways. Just as the Internet pushed higher education into the realm of online learning — sometimes kicking and screaming — the modern employment experience should push us to consider new ways of preparing and empowering students for careers. Otherwise, we will leave a new generation, already carrying loads of debt, adrift in an employment marketplace that is hypercompetitive and constantly changing.

Today's colleges and universities are facing a dilemma: stick with the "learning for the sake of learning" model, or integrate career preparation elements into their curricula.

The traditional HRM course provides a broad exposure to the policies, functions (such as recruitment, selection, compensation, evaluation, and development), and current issues involved in managing a firm's employees. The course takes a manager's perspective to HRM and introduces students to the activities of the HR department and the role of the manager in implementing the policies, procedures and programs of HR. The course is typically required for all business majors or else management majors and minors (mostly juniors, some seniors).

The human resource management course offers the opportunity to help students help themselves in their career preparation and job seeking capabilities through the focus on the traditional areas of HRM including: HR planning, job analysis, recruitment, selection and compensation, among other areas from both the traditional employer perspective , as well as the parallel viewpoint of the applicant/employee.

The introduction of this dual focus throughout the HRM course will provide a more hands-on, experiential learning environment which provides practice in:

- HR planning and forecasting where students conduct research of the job prospects of their desired post-graduation job.
- Job Analysis where they will conduct a job analysis interview of an incumbent of their desired post-graduation job and use the information to construct a job description.
- Explore recruitment sites and other information to assess the occupational outlook for their desired job.
- Conduct mock interviews from both the applicant and employer perspectives using behavioral and situational questions that they created based on their job analysis information.
- Explore and determine the expected salary range for their desired job.
- Compare and contrast benefit offerings from potential employers of their desired job.

Course learning objectives will be those of the traditional HRM course which include:

- Identify the major HR challenges facing organizations and managers.
- Apply the concepts, framework & techniques of HRM to evaluate and recommend solutions for HRM problems.
- Apply knowledge of the diverse demographics of business in a global environment to HRM decisions.
- Demonstrate knowledge of key strategic HRM concepts.

And in addition, will include career development oriented objectives such as:

- Capability to explore relevant career options.
- Create a resume that reflects a student's qualifications and strengths.
- Learn how to write cover letters focused on a student's unique qualifications.
- Acquire the skills essential for a proactive job search strategy.
- Become familiar with strategies to capitalize on networking.
- Understand how to search for job opportunities.
- Recognize personal interviewing strengths and weaknesses through practice.
- Gain knowledge of how to articulate their skills and talents in a way that employers value.

Today's universities' are facing increasing pressure to get students to graduate, graduate on-time, and find appropriate employment upon graduation. For public universities, state-funding is becoming dependent on metrics measuring success in graduation rates and employment upon graduation. In this changing environment of higher education, the potential of a parallel focused HRM course is one that can provide benefits to students and universities alike.

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

This proposed workshop would be a 60 minute highly participative roundtable discussion. The session would begin with a ten–fifteen minute overview of the need and value to facilitate a student's career preparation through the curriculum and the fit of accomplishing this through the introduction to human resource management course which is common in business programs and management majors. As a group we will generate a list of beneficial career development and job seeking KSA's that students need to have by the time they graduate. We will then discuss how we can accomplish the development of these career development and job seeking KSA's within the framework of the HRM course.

In small chunks of time of five – seven minutes each we will explore key components of the HRM course and discuss ways in which we can cover the traditional material of HRM while simultaneously providing relevant career preparation to our students. Topics focused on will include HR Planning, Job Analysis, Recruitment, Selection and Interviewing, Pay, Benefits, and Training, among the array of HR topics typically covered during the HRM course. The workshop will conclude with a debriefing period where participants can discuss the value and importance they perceive (or not) of delivering the HRM curriculum in this new parallel manner and how to incorporate the career development component into their course grading criteria.

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

The proposed workshop is well-suited to the conference theme of Navigating the Changing Currents. In today's higher education environment there is a continued push to measure academic success utilizing a number of diverse metrics. Two key metrics that are often tied into state university funding formulas are graduation rates and job placement upon graduation. While universities provide career centers with an extensive array of services to help students in their career preparation, research has shown that these centers are underutilized and used most often for resume help and for exploring job listings.

Today's colleges and universities are facing a dilemma: stick with the traditional course learning focused on the domain content model, or to change by integrating career preparation elements into their curricula.

This workshop provides a forum to explore utilizing a parallel course format within the human resource management class where students can learn the traditional content of HRM from an employer/manager perspective while simultaneously developing skills, capabilities, and key knowledge to facilitate their job seeking strategies and ultimately successful job placement upon graduate.

5) Unique Contribution to OBTC:

This work has not been presented before and is not under review elsewhere.