

Experiencing Perspective of Review Syllabus for Lecturer Series of Human Resource Management MBA Program

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Abstract

In this article, this article can extract lessons from teaching subjects. human resource management Composing content to create understanding for the benefit of academic operations and in the work of organizations related to human resources Presentation of courses in the course using the experience of the instructor. using the principles of study from experience The authors reflect on the problems students will face in the future and emphasize the value of structuring the MBA program. Our findings may benefit MBA students around the world and benefit their preparation for business and work and their readiness for work. The professionalism of future graduates

Keyword: Human Resource; Review Lecturer; Perspective

Introduction

In the past 5 years, we have strived work hard to build people under needs of the labor market Executives and Leadership Due to the growing labor market, (Rubens, Schoenfeld, Schaffer, & Leah, 2018) we try to increase our potential to be qualified develop graduates to a high standard to export to the labor market and to satisfy employers. (D'Alessio, Avolio, & Charles, 2019) Therefore, our belief in creating the value of creating a Master's degree in order to increase the number of educators in universities has begun to offer opportunities in Training to educate their students as a way to add value and stand out from the competition is an important force in the organization. (Richards-Wilson, 2002) This could be a way for educational institutions to be rationally prepared for challenging tasks. (Temtime, & Mmerek,

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2011) For example, during the current global pandemic 2 years ago (Tanphan, et al, 2022). This is absolutely necessary today during the global epidemic for institutions that focus on online teaching that mainly focuses on learning at the higher education level. (Paudel, 2021) emotional skills Leadership skills, patience, (Butler, Johnson, & Forbes, 2008) problem solving strategy in the organization and interpersonal skills are essential for entrepreneurs, and coaching in business programs is one way to improve these skills. Analyze the content reflecting the opinions of students in the classroom (Bedwell, Fiore, & Salas, E. (2014) Increased confidence in future work or an increased level of self-awareness and increasing the skill level in setting goals and prioritizing them as they enter their work life. (Nilson, 2013) The effectiveness of future leadership, understanding of culture, context in the organization, interpersonal communication, cultural adaptation as a strategy for resolving underperforming employees. (Baldwin, Bommer, & Rubin, 2013) However, it is a closed knowledge or concept that is not trying to be taught to the younger generation know teach progress Teach them not to be afraid of their competitors, to learn how to swim and fight the future. (Tanphan, Mhamud, & Janeparkone, 2022) Now that good teaching is essential, a one-way development process is like what it takes to build in the business administration classroom. (Findlay-Thompson, & Mombourquette, 2014) The challenges and support of coaching students should differ from mentoring for leadership development. Developing graduates to grow with quality Because the creation of teaching and learning concepts is a factor that some say about excellence in knowledge. (Okolie, Nwajiuba, Binuomote, Ehiobuche, Igu, & Ajoke, 2020) The presentation of the future-ready development teacher is more structured than the medium-term mentoring relationship. Coaching should be different from academic tutoring, where assistance in certain subjects or extra-learning skills results. Little or no change in classroom practice is therefore essential, has a profound effect on the well-being of graduate students for their future work and overall role in education. in the future (Hesketh, 2000) Reflections and problem solving in teaching can also help students when dealing with work conflicts, creating a classroom experience because graduating students sometimes need to work in multiple roles and lead to higher learning outcomes. Achieving goals in a more timely manner emotional control patiently solve problems Transformational and exchange leadership behavior positively influenced participants' intrinsic motivation and perceived support when considering the relative impact of coaching on personal and professional lives, such

as arrogance. Anger and sarcasm, racial discrimination, poor conflict management skills These are things that humans go through in real life and keeping people accountable is also an important aspect. at our university (Brookfield, 2018) Master of Business Administration (MBA) students with a team of professional tutors and business leaders since years. (Hull, 2000) Past course updates We work with several universities that are actively accredited by the Ministry of Higher Education International Coaching or community leaders through our coaches. Training programs and those who voluntarily make time for our students. We have established a formal coaching program integrated into the curriculum. Specifically, according to the Eight Principles of Good Practice in Experiential Studies, by (Gibson, 2002)

Related Research Literature

An MBA (Master of Business Administration) or Master of Business Administration degree is a program that helps students develop skills in the fields of business and administration. But it is also useful to those working in the management field. Both those working in the public sector, the private sector, or government faculties. Major subjects in the MBA program will study a variety of subjects. Allow students to understand the overview of business and administration. Those who graduated from other faculties can study. Not specific to one subject like MSc (Master of Science) or Master of Science such as Master of Science Finance to study specialized in finance Those who study do not need to finish just administration as well, but in many universities, faculties are assigned. or a branch that has already graduated can study This is because students must have sufficient knowledge of the main subjects studied in the MBA program: Accounting, Economics, Marketing, Management, Finance and elective courses of their choice. Or in the field of work in many universities, students must pass an internship of the course. This will increase your chances of finding a job with more work experience (number of years depends on the university. GMAT or GRE scores, TOEFL or IELTS Academic transcripts, Letters of recommendation, Statement of purpose, or Personal statement are important factors for your acceptance. Because the top universities in the world tend to be highly competitive. from the number of people applying for each year Therefore, universities have different criteria for accepting applicants, but the main ones are: Work experience: What work, where, what is the scope of work, how long it takes, the higher the GMAT or GRE, the higher the chances. A qualified TOEFL or IELTS score

set by the university, the total GPA obtained from the bachelor's degree. Things to do other than studying, such as internship experiences Result of winning various competitions participation in club activities or volunteer activities, interviews, if students applying from abroad It will be an interview via phone or video conferencing. If there is no interview, it is usually judged based on Statement of purpose or Personal statement. (Kaufman, 2011)

Relevant research surveys prioritize and support the content.

Yusup, et al (2021) Teachers have three main duties: (1) education and teaching; (2) research; and (3) public devotion. interpretation and There are factors supporting and hindering the quality of teachers who Through the implementation of human resource management, Tritham Higher Education, the research results are from the three components of the College, research and publications, including the difficulties of teachers. While there is a need to publish research findings in reputable international journals which have a great effect on improving the quality of teachers. (Yusup, Sanusi, Trisnamansyah, & Muchtar, 2021)

Susanti, S., (2019, December) Educational Quality Improvement Model The findings also indicate that highly competent faculty cannot make a significant contribution to improving information technology literacy. Low motivation does not improve information technology literacy. ability and motivation including information technology literacy It has been proven to significantly improve teacher performance. Furthermore, IT literacy has failed to play a role in explaining the influence of teacher competence and motivation. The novelty of this research is the addition of an information technology literacy component as a model for improving the performance of teachers in higher education. (Susanti, Van Harling, Kurniawan, & Putra,(2019, December)

...Manafi, & Subramaniam, (2015) The purpose of this research was to create a model for improving teacher performance by restoring components of competence, motivation, and information technology knowledge. The objective of this study, using a sample of 160 teachers, has been proven to significantly improve teacher performance. Furthermore, information technology literacy has not played a role in explaining the influence of competence and motivation on performance. of the teacher The novelty of this research is the addition of an information technology

literacy component as a model for improving the performance of teachers in higher education. (Manafi, & Subramaniam, 2015)

Analyze teaching issues by emphasizing the center that students

In difficult times going through the pandemic, teaching may open up the opportunity to bridge the gap between high-tech student interaction and action with community interaction and our emphasis on private equity. (Pence, 1996) Our own standards have found that personalized teaching experiences have a positive effect on students' academic performance. “Environmentally responsive coaching is online teaching in a changing virtual campus where colleges and universities are struggling to keep up with a new teaching culture. or when the world enters an era Digital in Higher Education. The success of teaching is a reminder of the power and importance of ultimate adaptability in motivating new students to connect and stay committed to college. in this study We show that we have included it in the tutorial to measure the effectiveness of our coaching program and this integration. We have conducted a qualitative analysis of content on various topics. The document reflects the opinions of students from the past several years. Their reflection papers contribute indirectly and indirectly to the evaluation of our learning. Past teaching assessments, The frame works we use and the themes we identify may serve as guidelines for other program administrators of the MBA Coaching Program Next, we will offer a detailed description of how we have continually improved the coaching program and learning from Singapore universities with expertise in building human resources We build on previous research focusing on the benefits of trainers to offer a structured and experienced approach to improving such programs. Although many colleges and universities offer coaching and mentoring programs to students. But little is understood about how such a program can benefit individual students. This study contributed to their research. Merriam, & Simpson, 1995)

	Syllabus	MBA
W1	Program	
	<i>Introduction of course content and evaluation of basic understanding of human resource management, human resource management theory, development guidelines. Evolution and development of human resource management systems, human resource functions in the organization of human resource management systems.</i>	

W2	<i>system analysis Definition of System Analysis Understanding of flowcharts, analysis, job analysis process, job analyst qualifications analyze the work as appropriate</i>
W3	<i>Selection recruiting, understanding of recruiting basics, recruiting, attracting applicants. Selection policy consideration process Selection policy formulation choice Selection guidelines, assessment, creation of selection tools Human Resources Training and Development Meaning, understanding, training training process rationalization, analysis, training planning The study understands the underlying problems that arise in the organization, creating a training program.</i>
W4	<i>Compensation award management Definition of Compensation in various forms Objectives of the reciprocity Factors Affecting Compensation related policies Compensation award management Improve the structure to be appropriate, survey competitors, business conditions in Compensation work Considerations for Compensation, Rewarding, Employee Relationships employee relationship building Relationship Theory Framework labor relations Setting up a system to build relationships Operation building society in the organization important influence on social practice The theory emphasizes the unity of interests. Psychological Theory of Employee Relations</i>
W5	<i>potential development employee competence definition of expertise giving perspective on expertise Personnel management to match human resource management capabilities according to their abilities. Improved understanding of traditional constraints potential assessment concept of personnel competency development Performance-based management</i>
W6	<i>Awards, Competence, Human Resource Development Differences in Human Resource Management general performance group Professional competence in the management of strategic human resource management in creating sustainability, the essence of the Labor Protection Act. Labor Protection Section Establishment of work system, discipline, and complaints in the work</i>

Principles of Good Practice Intension

We use the principle of To improve our MBA teaching program these are used in many College Association Quality Improvement Programs as a guide for structure and improvement. They are the foundation of accredited education based on more than a decade of experience. Being an innovator in experiential education from the beginning, these can indicate that "All parties must be clear from the outset why experience is the chosen guide for learning to occur and with knowledge that will be demonstrated, applied, or the result of past experience." We have created the "Professional Development Internship" MBA requirement where students are given experiential options from a variety of development options. To achieve five learning outcomes Our intention is to enhance the critical skills of our students. After many calls in the academic and business communities for MBA programs to combine such soft skills. We want to enhance the student's experience in the project by means of More than two of our college campus improvement plans should focus on the experience pillars of education, research, and internships. Since then, we've improved practice, made adjustments and Based on feedback from all relevant stakeholders, students are required to take courses that emphasize what we consider to be the cornerstones of experiential education: leadership, research, internships, service learning. and International Travel Studies, we also offer three additional options: 1 Communication and Interpersonal Skills 2. Career Development In this study and 3, we examined the coaching component of leadership courses. This is one of the two most popular offers.

Preparedness and planning

This step ensures that students have enough foundation to support the successful experiences of MBA students and participants from the Leadership Program with Coaches in our Strategic Leadership Workshop. Led by two highly experienced coaches from the International Coaching Federation. to prepare our coach for the workshop We have shared students' reading assignments. with a set of high-performance tools by This includes steps like setting big goals and getting fit. To prepare our students for strategic leadership workshops. We need to read the steps to achieve high performance and how to transition from manager to leader. We also recommend reading the Strategic Questions Leaders Should Ask. Students also prepare for the workshop by watching us around the class (students and coaches)

sharing our "big reasons" or purposes. One of our experienced coaches said: "I make a positive, profound and meaningful difference in people's lives every day." "Challenge us all to fearlessly share our gifts with others," both coaches allowed to bid for the publication. (Daz,2018)

Teachers will select students during group sessions for reporting until the end of the workshop. Students and teachers meet online or face-to-face in an agreed-upon public setting for approximately one hour each semester. Coaches typically select the students with whom they practice the exercises during the workshop. After each meeting Students will be asked to fill out a structured thought reflection paper. and send copies to both their coaches and instructors. Their reflection papers contribute to achieving certain learning outcomes in the curriculum. Preparation and planning address further development of learning goals and outcomes. At the end of the leadership course there is a coaching component. Students must be able to reflect carefully and communicate effectively how their experiences (a) improve their professional development objectives, (b) improve their leadership skills, (c) improve their Interpersonal skills (d) increase participation in the academic community; and (e) increase participation in the business and professional community.

Authenticity and The Results

Accuracy ensures that useful and meaningful real-world contexts are integrated into the learning experience. As mentioned earlier We included the "Big Reasons" talks in our Strategic Leadership Workshop to encourage students to consider their meaning and purpose. Studies have shown that people seek meaning and purpose. And expertise and independence are real motivators. Plus, pairing students with coaches and leaders in our local community gives them the opportunity to learn from those with years of real-world experience. The reflection papers that students have to write are based on the DEAL model, a rigorous reflection method that tends to reinforce learning outcomes. Students identify and describe previous expectations of the coaching experience. They then analyze how their expectations apply to the coaching experience. And it does not meet expectations, meet or exceed expectations. They continue to evaluate and speak clearly how their coaching experience can improve.

We have received approval for the collection of our information from our university's Institutional Review Board. We ask students for permission to refer to the

reflection paper, removing personally identifiable information from 21 MBA students in 2020 and 35 in 2021. One did not sign the form. Therefore, we did not include that student's slip in our analysis. We use a two-step process to analyze student reflection papers. One author reads the contents of the document reflecting his thoughts. role theory Role theory states that everyday activities involve performances from socially defined categories, such as students, employees, or parents. We further differentiate them as part of the coaching process or learning outcomes with a larger set of categories that incorporate the principles of Present our findings in order of prevalence.

Orientation and training

before pairing students with teachers We train during this training program. We share our academic goals and structure. and participate in a variety of learning activities Next, we pair our new coaches with more experienced coaches so they complete the exercises, we give every coach a copy of Co-Active Coaching: The Proven Framework for Transformative Conversations at Work and in Life. People by, which provides many tips for improving your coaching experience, monitoring and continuous improvement. Monitoring and continuous improvement The coaches involved in the Strategic Leadership Workshop meet before the workshop and at the conclusion to Give suggestions and ideas for improvement. from these meetings We have made the workshop more experience with more learning activities and less lecture time. Many of our coaches have been involved with our university for many years. And they always notice our continuous improvement. for students We found that reflections were improved by adding structures in both templates and scoring. Adding structure allows students to delve into concrete learning experiences. The model we propose consists of five sections, respectively: input, process, learning outcome. Learning Certifications and Awards Three of the five themes are best classified as part of the process. while the other two themes were classified as learning outcomes.

Assessment and evaluation of learning outcomes.

when evaluating learning Educators can use both direct and indirect measurements. Direct measurement records students' actual performance with exams, presentations, or essays. while indirect measurements capture students'

perceptions of how well they are doing. in leadership course We use both We evaluate students' performance in the final paper and present it.

Discussion

MBA with degree holders It is found that MBA outperforms those with a bachelor's degree in traditional analytical business skills. Skills such as compelling communication, influence, and inspiring excellence, although workforce skills are useful for business leaders. But some have criticized MBA programs for failing to hone these skills. is an unsuccessful failure to bring graduates to the labor market for this reason and more. As a result, academics have placed greater emphasis on how to assess and develop the emotional skills of MBA students. The involvement of community leaders and professional trainers in the MBA program can be a useful way to improve students' emotional skills. Add value to your MBA program and set it apart from the competition. in this study We present how we structure the MBA program using the eight principles of to enhance the learning experience from the actual experience intentionally We have trained our coaches. This is helpful in ensuring delivery consistency. We then paired our coaches with students who met with their coaches three times in one semester. Finally, we got to know our coach at the end of each school year with a dinner party. As perception is a key component of experience, experiential approaches in educational environments have been found to positively impact MBA students' skill sets, and personal reflections from our MBA students indicate that most have grown both personal and professional Benefit from experiential exercises. Setting goals and interacting with their coaches The meeting was more efficient than expected. It often increases confidence and enhances professional development. Based on this feedback and the responses each semester We believe that our coaching program sets us apart from our academic competitors.

Conclusion

The purpose of the present study is to share how our coaching program has been enhanced by structuring it using the principles of The second intention is to offer a topic of student reflection which persists every semester. These topics can help guide MBA leaders and those involved as coaches in indirectly assessing learning outcomes, although this study provides a useful framework for MBA programs in leadership and feedback. Patterns of reflection from participants But it's not without

limitations. The main limitation is Data was collected from a single university throughout the fall semester. The second limitation is the use of self-report to indirectly assess learning outcomes. Future studies may consider longitudinal approaches in many areas around the world to increase generalization ability. They may also consider gathering information from the participants' spouses, spouses, relatives or close friends to recognize the development of soft skills. The third limitation is that the findings are based on qualitative content analysis rather than quantitative content analysis. Future studies may consider a mixed approach to increase the validity and credibility of the findings.

Acknowledgment

Coaching programs are voluntary and coaches are not compensated. They teach for real reasons rather than external reasons. for this reason, They are known at the end of each school year with a dinner party with invitations to their coaches, significant others and students at the dinner. Each coach is asked to share information about themselves along with any advice or experiences they would like to offer. Throughout the year, photographs of coaching activities are collected. This will be shown in the background in the scheduled presentation. This adds closure and sustainability to the experience. This makes it more likely that coaches will continue to devote their time to university.

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