The Application of Situational Leadership Theory in Situational Simulation Teaching of Personnel Quality Evaluation Course

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Abstract: The personnel quality evaluation course is highly practical and the traditional teaching method is mostly carried out through the teaching model of "theoretical lectures + case analysis", which to some extent lacks situational and operational aspects. This teaching model is difficult to adapt to the development of modern education and the needs of society. Based on the theory of situational leadership, this paper explores the specific application and precautions of this theory in situational simulation teaching of personnel quality evaluation course, which is of great value for exerting the curriculum function of personnel quality evaluation and improving the quality of talent cultivation for the major of human resource management.

Keywords: Personnel quality evaluation; Situational leadership theory; Situational simulation teaching

1. Introduction

Personnel quality evaluation is based on psychology, statistics, management, organizational behavior, sociology, and so on. According to scientific standard theoretical methods and technologies such as psychological tests, interviews, evaluation centers, and others, the evaluators conduct objective and scientific measurement and evaluation of personnel's intelligence, personality, mental health, career interest, competence, motivation, and other aspects [1]. Based on the evaluation results, it can provide an objective basis for various organizations to conduct personnel recruitment, selection, training, assessment, staff development, and other aspects [2].

Personnel quality evaluation course occupies an important position in the curriculum system of human resource management specialty and emphasize the cultivation of students' professional practice ability. At the same time, more and more government agencies and enterprises are realizing the superiority of personnel quality evaluation technology, and are starting to use personnel quality evaluation tools to select, cultivate, and appoint talents. However, due to the lack of professionally trained evaluation talents or unreasonable use of evaluation technology, the evaluation results are not satisfactory. Therefore, there is a shortage of assessment

professionals with rich theoretical knowledge and strong practical abilities in society. However, the current personnel quality evaluation courses in universities are mostly carried out through the teaching model of "theoretical lectures + case analysis", which to some extent lacks situational and operational aspects. This teaching model is difficult to adapt to the development of modern education and the needs of society. Therefore, based on the theory of situational leadership, this paper explores the specific application and precautions of this theory in situational simulation teaching of personnel quality evaluation course, which is of great value for exerting the curriculum function of personnel quality evaluation and improving the quality of talent cultivation for the major of human resource management.

2. The application of situational leadership theory in teaching

Situational leadership theory (SLT), first proposed by Hersey and Blanchard in 1977, is a representative theory in the system of behaviorist leadership theory and leadership contingency theory. This theory emphasizes that leaders need to choose appropriate types of leadership behavior for subordinates with different levels of maturity [3]. The use of situational leadership theory to analyze the teacher-student interaction mechanism in the teaching process has good relevance. On the one hand, teachers play a leading and guiding role in the teaching process for students. On the other hand, the construction of teacher-student relationships and teacher guidance behavior are also a situational contingency process. The teacher-student relationship is the product of two-way interaction between teachers and students, and teacher guidance behavior is also influenced by the situation.

In the teaching process, most teachers are very concerned about improving teaching methods and emphasizing classroom learning, but sometimes overlook the cultivation of students' self-drive in learning and the exploration of their learning potential. Self-drive refers to the ability to drive oneself, which is the consciousness and initiative of learning. It originates from the psychological needs of people's self-esteem and self-worth realization. People with self-drive will continuously pursue self-improvement and the development of their potential. The core of self-drive is to give students a sense of control over learning, and this sense of control is the ability of teachers to "moderately" grasp students [4]. From the perspective of situational leadership theory, "moderation" depends on two aspects: the development level of students and the coping strategies of teachers. Among them, the development level of students can be divided into four stages: the D1 stage represents inability and unwillingness, the D2 stage represents inability and willingness, the D3 stage represents ability and unwillingness, and the D4 stage represents ability and willingness. The coping strategies of teachers can be divided into two types of behaviors: the first type is directive behavior, which focuses on learning tasks, and teachers provide detailed explanations, guide, and lead students to complete learning tasks. The second type is supportive behavior, which focuses on the feelings of students, and teachers use methods such as praise, encouragement, and motivation to protect students' learning enthusiasm and curiosity [5]. The application of situational leadership theory in teaching is shown in **Figure 1**. According to **Figure 1**, teachers' situational teaching methods can be divided into four types.

S1 guided teaching method: When students are in the D1 stage, that is when they are faced with course content that they are unable and unwilling to learn, teachers need to pay more attention to guiding behaviors, teaching students how to do, and testing their mastery of knowledge points; At the same time, reduce supportive behavior and dilute students' feelings.

S2 coach teaching method: When students are in the D2 stage, that is, when they are faced with course content that they are unable and willing to learn, teachers need to act like coaches, specifically teaching students how to do; At the same time, pay more attention to students' feelings and stimulate students' enthusiasm for learning by praising, encouraging and motivating them.

S3 supported teaching method: When students are in the D3 stage, that is when they are faced with course content that they are able and unwilling to learn, teachers need to provide more supportive behaviors, reduce detailed explanations, guide students to learn independently and pay attention to their feelings using praise and encouragement, and gradually guide students to like the course content.

S4 authorized teaching method: When students are in the D4 stage, that is, when they are faced with the course content that they are able and willing to learn, teachers should let students become the leaders, assign learning tasks to students, and let students learn independently.
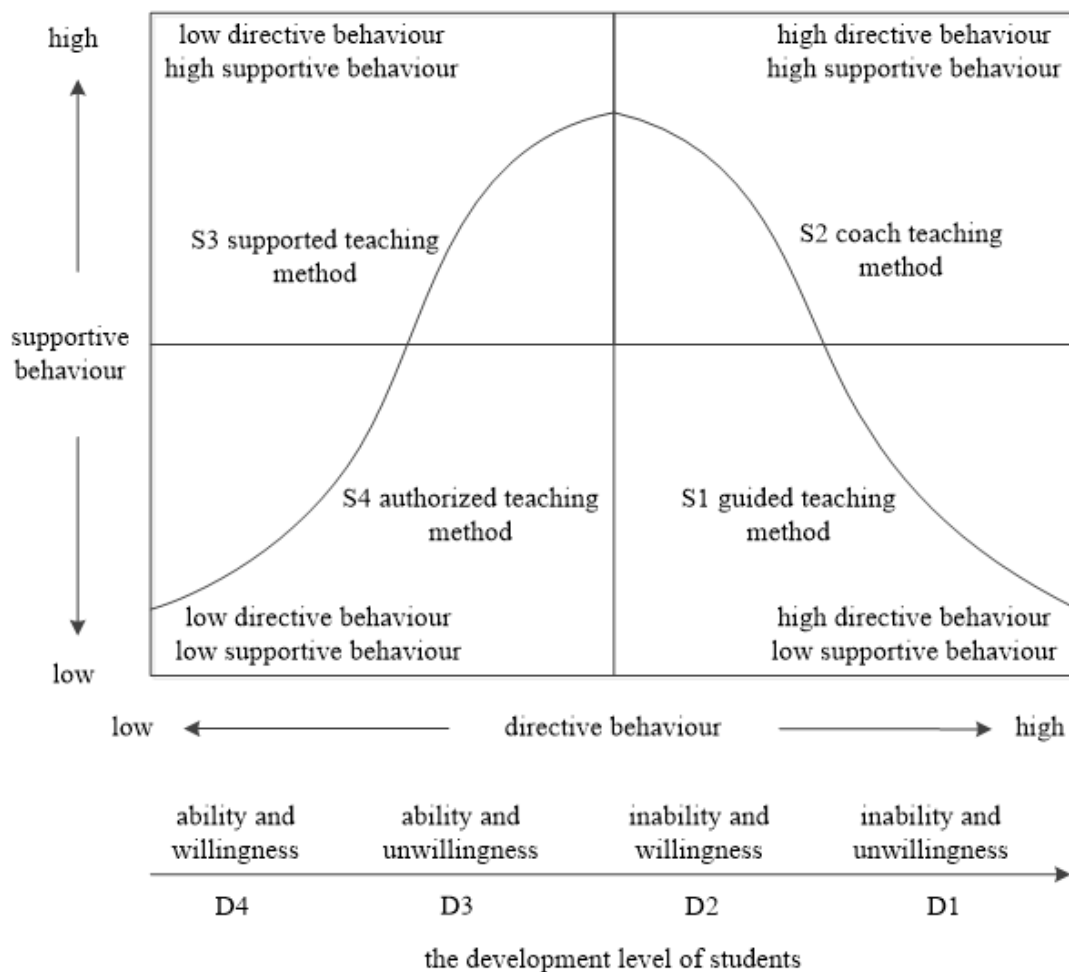
Figure 1. The application of situational leadership theory in teaching

It is relatively easy to apply situational leadership theory in situational simulation teaching because it is easy to observe students' learning willingness and ability under a situational simulation environment, which is convenient for teachers to set up various incentive methods to stimulate students' learning enthusiasm, to mobilize students' self-drive [6].

3. The specific application of situational leadership theory in personnel quality evaluation course

The personnel quality evaluation course is highly practical, and it needs to adopt situational simulation teaching methods to improve student's learning initiative and enthusiasm. Students should prepare for the learning

tasks assigned by teachers after class and have group discussions in class. The curriculum content suitable for the situational simulation teaching method in personnel quality evaluation courses includes personality tests, interviews, and evaluation center technology.

3.1. Situational simulation teaching of personality test

The commonly used personality tests include the Eysenck personality test, the Cattell 16 personality test, and the Mayers Briggs type indicator. These three scales are suitable for selection, allocation, development, diagnosis, and assessment in human resource management, and are highly applicable, and the amount of test questions is not large, which is more suitable for students' self-testing. First of all, the simulation testing environment should be completed as strictly as possible following the requirements of the test operation process, and the test should be completed independently within the specified time. Secondly, teachers conduct a detailed analysis of students' test results in combination with the scoring standards, so that students can have a comprehensive understanding of the test. Finally, compare the differences, advantages, and focus of these three tests.

The application of situational leadership theory: The course content in this section is highly interesting, students have a strong willingness to learn, and the questions themselves are easy to understand. Therefore, students are in the D4 stage, and the S4 authorized teaching method can be used to let students become leaders, assign learning tasks to students, and let students complete them independently, and teachers supervise the completion of students.

3.2. Situational simulation teaching of interview

In the process of situational simulation teaching, interviews can effectively improve students' practical abilities. By designing interview scenarios, students can play the role of examiner and job seeker respectively, which can help students sort out theoretical knowledge to a greater extent, and enable students to master corresponding skills through situational teaching [7]. The forms of interviews can be varied, such as one-on-one interviews or group interviews, structured interviews or semi-structured interviews, operation synthesis, and so on. The more formal the teacher creates the classroom environment and atmosphere, the stronger the student's sense of engagement and participation. Students are asked to conduct simulated personnel recruitment in small groups. Different groups need to design targeted recruitment positions based on the background of the enterprise, such as job descriptions and recruitment conditions. On this basis, the interview assessment elements are effectively analyzed according to the recruitment conditions.

The application of situational leadership theory: Most students have a strong willingness to learn about this part of the course content. Although they have seen interviews on many occasions, they may be at a loss when they participate in the whole process. Therefore, the S2 coach teaching method can be adopted for students in the D2 stage. Teachers need to encourage students and provide detailed guidance.

3.3. Situational simulation teaching of evaluation center technology

The main forms of evaluation center technology include document processing, leaderless group discussions, role-playing, management games, and so on. These forms of cases are more vivid, rich in content, and more attractive to students. For example, in leaderless group discussions, students can be divided into groups of 6–8 people, with one group playing the role of human resources interviewers and the other group playing the role of candidates. After admission, read the questions, organize discussions among the evaluated individuals, score them, and form a consensus before reporting to the teacher. Then, teachers can evaluate the performance of students from two aspects. First, evaluate the language expression ability, organizational and coordination

ability, communication ability, adaptability, self-confidence, and emotional stability of the evaluated person [8]. The second is to evaluate the organizational ability, detail control ability, scoring dimensions, scoring methods, and content of the students who play the role of interviewers. Finally, the evaluation center technology should be implemented in the writing of the report. Teachers can provide a standardized template, and students who play the role of interviewers should not only provide the personal report of the evaluated person but also an overall report on the simulation results.

The application of situational leadership theory: The course content in this section is highly interesting and falls within the scope of students' abilities. Therefore, most students are in the D4 stage, and the S4 authorized teaching method can be adopted. However, some students have a weak willingness to learn, that is, they are in the D3 stage, and teachers need to guide students to learn independently through praise and encouragement, and carry out more supportive behaviors, mainly using the S3 supported teaching method. In addition, the report writing section is the focus and difficulty of the entire evaluation center technology, requiring knowledge integration and the ability to extract and summarize. Students may develop a fear of difficulties. Therefore, the S1 guided teaching method can be adopted for students in the D1 stage. Teachers need to assign tasks to supervise students to learn, provide specific templates, explain the report in detail, and check their learning situation in combination with assessment.

4. Notes on the application of situational simulation teaching method in personnel quality evaluation course

4.1. Situational simulation teaching method emphasizes preview before class

The situational simulation teaching method emphasizes preview before class. Teachers should assign preview tasks, and students should understand the course content in advance and study in groups before entering the class with questions. For example, students need to prepare candidates, venues, themes, props, and so on in advance for interviews, leaderless group discussions, role-playing, and so on.

4.2. Applying situational leadership theory to strengthen students' main role in class

Teachers design classroom segments, control the classroom teaching process, and supervise students to complete them. Students are the main body that completes classroom teaching. In addition to classroom teaching, more emphasis is placed on learning after class. Students with self-drive can prepare and review well, truly master knowledge, and put what they have learned into practice [9].

4.3. Theory and practice are combined based on the teaching syllabus

The formulation of teaching plans should be based on the teaching syllabus, with clear teaching objectives and prominent key and difficult points. Although situational simulation teaching is flexible, teachers need to develop a scientific and standardized teaching plan before teaching, and cannot let the simulation process dominate just to liven up the classroom atmosphere. In addition, before the simulation, teachers should clearly explain the theoretical basis, scope of application, and practical significance of each scenario simulation, and then guide students to conduct scenario simulations, so that students can have a clearer operational goal.

5. Conclusion

Based on situational leadership theory, this paper explores its application in situational simulation teaching of personnel quality evaluation courses. The application of situational leadership theory in teaching should pay

attention to the following two aspects: First, situational leadership theory and situational simulation teaching are complementary to each other. If only the situational simulation teaching method is adopted, it only pay attention to the vividness and participation of the class but ignores the differences in students' learning abilities, which will make students with poor learning abilities unable to keep up with the pace of the class and make students with strong learning abilities tired of learning. Therefore, it is necessary to cooperate with situational leadership theory to fully mobilize students' self-drive. Second, situational leadership theory is easier to apply in practical courses. Because of the rich practical links in the personnel quality evaluation course, it is easy to observe the students' learning willingness and learning ability. However, the application effect of some pure theoretical courses is not significant, because it is difficult to judge the learning willingness and ability of students, and teachers cannot teach students according to their aptitude.

The application of situational leadership theory in personnel quality evaluation courses can enhance students' learning willingness. Teachers can adjust the intervention level based on the learning ability and willingness of students in various knowledge points, to cultivate students with good self-drive. This is very beneficial for students to form learning habits of independent learning and lifelong learning and also lays a good foundation for their future career development.

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