Construction of performance management system of private universities based on strategic orientation

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Abstract: In the era of knowledge economy and the transformation of education industry, opportunities and challenges coexist for private universities. In the face of complex internal and external environment, the promotion and realization of strategic goals are related to their success or failure, and the implementation of strategic performance management is conducive to the sustainable development of organization and the realization of strategic goals. By summarizing the existing problems in the performance management of private universities, this paper will establish a strategic performance management system that is conducive to realizing strategic goals of private universities, to achieving the goal of teachers' development and connotative sustainable development.

1. Background

Teachers are the key to all educational issues and the core strength for nurturing students' growth. Now, it faces the problems—the management and construction of teachers. It is necessary to change from starting strategic orientation, building a reasonable performance management system, to standardizing the construction of the teaching team which is conducive to the personal growth of teachers, the cultivation of core competitive advantages of the school, and the improvement of the overall efficiency of individuals and schools.

2. Definition of concept

2.1 Strategic orientation

Strategy is the future direction of the organization, the goals and behaviors of the organization's efforts. Strategic orientation is a kind of management thinking, which is to adhere to the strategic goals of the organization under the premise of specific implementation of organizational management, the management of each functional module is established and adjusted according to the strategic vision of the organization, and finally led by strategic planning, seeking the management mechanism of strategic goal realization. For the long-term development of the school, performance management, as the focus of school management, must formulate, implement, evaluate and feedback the performance plan under the guidance of strategic objectives to achieve the short-term and long-term strategic goals of the school.

2.2 Performance management system

Performance management in the traditional sense is the basis for the distribution of employees' interests, while modern performance management refers to the process of decomposing and implementing the goals layer by layer in order to achieve the strategic goals of the organization, evaluating employees according to performance standards, and applying the evaluation results to the daily management activities of the organization to achieve personal and organizational overall goals and maximize benefits. Therefore, "the connotation of performance management has gone far beyond the distribution of interests among organizational members within the human resource management system, and extension is an important part of the implementation of organizational strategy[1]."

The performance management system is a management system that takes the achievement of strategic goals as the driving force, takes the work objectives and KPI setting as the carrier, and guides, supervises, controls and evaluates the work effect of all teachers in the school through the four specific links of performance management, so as to enhance work enthusiasm, give full play to the advantages of the position, and achieve the improvement of individual performance and the overall goal of the organization.

3. Research Methodology

3.1 Method

This survey adopts two methods, questionnaire and interview, questionnaire as the main and interview as supplement, to confirm the authenticity of the information. A total of 150 teachers were sent to this questionnaire, 136 were recovered, 8 were invalid questionnaires (inconsistent, the topic selection did not comply with the rules), and the actual valid questionnaire was 128. The survey subjects included school-level leaders, middle-level management cadres, backbone teachers (main bodies), and grassroots teaching staff. From the perspective of departmental division, it covers all departments of the school; In terms of professional titles and the ratio of men and women, it is more evenly distributed. In order to avoid the results being too moderate, the problem options are divided into five levels, which are complete consistency, majority agreement, basic consistency, comparative inconsistency, and complete inconsistency. Mainly using the combination of quantitative and qualitative methods, the information of the collected questionnaire is statistically collected and the average value is accumulated.

3.2 Data Collection and Analysis

The survey content mainly involves the college strategy, long-term and short-term goals, school purpose, faculty and staff's understanding of performance indicators, whether the indicators are reasonable or not, etc., and the interviews are mainly to confirm the questionnaire information, and understand the participation of employees in performance management, satisfaction, the degree of performance communication and whether the performance interview is in-depth. The data is as the following.

The above data shows that the organization's strategic performance management level is poor, in which middle leaders have higher strategic awareness and execution than the average employee, and the average employee hardly cares about strategic performance management issues. Some teachers think that performance management is a matter for leaders and they are outsiders [2].

Table 1: Analysis of the current status of performance management.

number	content	Average Average of middle and upper level scores	Rating	Average score for frontline instructors	Rating
1	Knowledge of organizational strategy	4.2	good	3.3	medium
2	Whether the organizational goals are scientific	2.8	poor	2	poor
3	degree of decomposition of organizational objectives	3.3	medium	2.8	poor
4	Personal goals follow organizational goals	3.1	medium	2.5	poor
5	degree of relevance of KPI to work	2.7	poor	3	medium
6	Use of performance appraisal results	2.9	poor	3.4	medium
7	The degree of consensus on the organization's strategy	3.2	medium	2.3	poor
8	The guidance of the department to subordinates	4.3	good	2.7	poor
9	The reasonableness of performance appraisal indicators	2.7	poor	2	poor
10	Performance communication	2.6	poor	2.7	poor

4. Statement of the Problems

4.1 The strategic plan is broad and the penetration of indicators is insufficient

Table 1 finds that both "degree of decomposition of organizational objectives" and "degree of relevance of KPI to work" are less than or equal to 3 for employees. It suggests that the long-term strategic planning of most organization is too broad, and the short-term strategy and business plan are not decomposed, the organization fails to comprehensively and systematically sort out the strategic long-term plan in the form of a hierarchical structure. The strategic vertical relationship between the whole organization and each department and the strategic horizontal thinking between various departments are not included in the planning assessment. This directly leads to many problems in management: departmental goals are disconnected from school strategy; Subordinate departments are slightly passive and unable to cause thinking about their own goals; Most new employees and more than half of the employees do not know the school's strategic plan, resulting in unorganized personal work behavior and confusion in their careers. In the case of limited time, energy and resources, routine indicators have become the focus of departments and individuals, innovative indicators and key work are difficult, the error rate is high, and the time cost is high and ignored. "The performance appraisal results of private universities are single, and the proportion of performance is small[3]."

4.2 Performance indicators are poorly designed and quantitative indicators are missing

As can be seen from Table 1, the indicator of "rationality of performance appraisal indicators" is poorly evaluated between employees and leaders, ranging from 2-2.7. Unreasonable performance appraisal index systems often lead to performance-oriented deviations, and behavioral results are far

from development strategies. It is "heavy result, light process; Emphasis on evaluation, light on counseling; Emphasis on scientific research, light on teaching; Heavy quantity, light quality" and other deviations. At the same time, the teaching tasks are heavier, their energy is limited, and it is difficult for teaching and research to advance together, and under the current evaluation system, they often sacrifice teaching quality and complete scientific research tasks. It can be seen from some assessment tables that the bias of the teaching index system is as follows: partial to conventional indicators, lack of key indicator orientation; The quantitative indicators are clear, and the quality indicators are more arbitrary; Both self-assessment and department evaluation lack professional guidance; Poorly defined indicators etc.

4.3 Performance communication and motivation lack effectiveness

In the process of performance implementation, communication and motivation are the guarantee measures to maintain the right direction and performance standards. In practice, performance communication is either insufficiently focused or arbitrary [4]. In questionnaires and interviews, we found that there is little performance communication and incentive. As shown in Table 1, the degree of performance communication is only about 2.6, which shows that its communication is insufficient. First of all, in the formulation of performance goals, department managers cooperate with school-level leaders to customize in the form of annual work plans, and do not make detailed interpretations and task divisions for teachers. Secondly, in the process of work, the leaders of the department lack the necessary guidance and support for their subordinates, and the school maintains monthly or weekly meetings of the department, but they are limited to routine matters such as work reporting and task issuance, and there is little communication between the top and bottom.

5. Conclusion

Starting from the school's own situation, according to the strategic objectives of the organization and the analysis of the current problems, and in line with the principles of normative guidance, emphasis on incentives and operability, four suggestions are put forward for the construction of the strategic performance management system of private universities:

5.1 Use the strategy map to clarify strategic priorities and reasonably decompose goals and tasks

The strategy map describes how the organization creates value in the process of achieving strategic goals, and it breaks down in the form of layers between the organization's strategy and the actual work, the organization Bridging the gap between strategy and performance indicators. Due to the particularity of private universities, financial indicators are not their primary indicator focus, and customer indicators are prominent. According to the environment of the private school and its own mission, the private university must build its strategic map.

The BSC is a significant improvement over the traditional performance appraisal model[5].such as the customer level, the main purpose of the school is to maintain the "talent cultivation advantage" and maintain a good "stakeholder relationship", in order to achieve these strategies, the school has developed a series of corresponding strategies and work requirements at the customer level, internal processes and learning and growth level. The school has built its own strategic system from four dimensions. Departments at all levels formulate corresponding strategic goals according to their different status and roles in the organization, adopt corresponding strategic methods, and ensure support for the strategic goals of the organization from the bottom up.

5.2 Build a scientific and reasonable key performance indicator system

Forward-looking thinking can ensure the effectiveness of organizational performance goals, and implement performance goals into the actions of each employee, ensure that the organization's strategic goals are closely integrated with departmental and personal goals, produce synergistic effects, and prevent conflicts and internal friction. [5]A strategy map can break down a school's strategy into a series of strategic measurement items, which can be refined into specific measures.

The strategy map can be used to make the strategy clear and clear. Each strategic measurement project can be represented by one or more KPI indicators, and the strategy is turned into a strategic target project within the year, and then the completion of the goal is tracked through KPIs according to the actual situation of the target project.

5.3 Improve performance communication and improve the effectiveness of performance coaching

Performance communication and performance coaching run through the whole process of performance management. You can mainly start with the following two points:

5.3.1 Improve the communication and coaching skills of managers

It is necessary to conduct special training on performance communication and coaching for managers at the grassroots level and above. Among them, performance communication is mainly based on the value, communication methods, communication skills, etc. of performance communication, and the training of performance coaching module is mainly based on situation theory, leadership style, coaching timing, coaching methods, etc. Management games, case discussions, role-playing, simulation demonstrations and other methods can be used to train and test the communication and coaching skills of managers at all levels.

5.3.2 Develop norms for performance communication and coaching

The personnel office has the responsibility to take the lead in coordinating with various departments to improve the standard for performance communication and counseling, conduct in-depth analysis and evaluation of the work category, personnel requirements, working hours, frequency, content, form, results, records, feedback and other requirements of communication and counseling, and issue norms and standards for relevant work categories to ensure that all communication and counseling work has rules to follow. Finally, a special supervision group is set up to track, return visit and supervise the communication and coaching under the leadership of managers at all levels. The abnormal and disguised implementation found in the supervision shall be specially reported to ensure standardization, normalization and institutionalization, as one of the assessment items of managers, and supporting corresponding reward and punishment measures.

References

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