

Paths to Promote the Innovation and Development of Higher Education Performance Management in the New Period

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Keywords: new era; higher education; performance management; problem; path

Abstract: With the continuous deepening of management research, performance management has gradually entered everyone's field of vision. For the education of colleges and universities, performance management refers to the continuous cycle process of performance planning, performance coaching communication, performance appraisal evaluation, performance result application, performance goal improvement, and performance improvement of managers and employees at all levels in order to achieve organizational goals. The purpose of management is to continuously improve the performance of individuals, departments and organizations.

1. Introduction

At present, various public sectors in China are increasingly keen to use the tools of performance management for organizational management. As an important public sector, colleges and universities have also introduced performance management in the process of reform, which provides a new space for the reform and innovation of university management system. However, performance management is not only a set of formal management tools, but also implies specific management ideas and concepts behind it, which requires a certain institutional environment to guarantee and support. If you ignore the environment and resources on which performance management depends and use it blindly, the implementation of performance management will be greatly reduced^[1].

2. Problems in the performance management of higher education

2.1 Performance management lacks stable institutional environment support

Performance management requires clear and clear goals for its organization. For example, the performance management of a company is a clear goal, that is, profit. The organizational goals of the public sector are vague, complex, and unclear. If there is no clear goal, the tools of performance management will not work at all, and it will not be able to indicate the right direction for the development of the organization. For China's colleges and universities, the ambiguity of such organizational goals and tasks also comes from China's unique higher education management system. As shown in Figure 1 below, it is the overall trend of the development of China's higher

education performance management in the past three years:

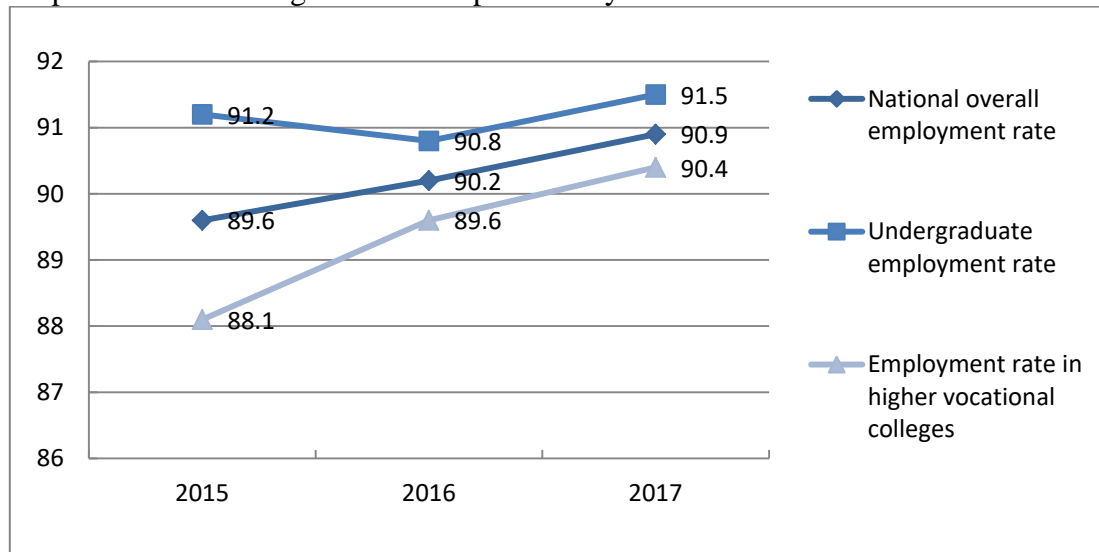


Fig.1: Trends in performance management of higher education in the past three years

As shown in fig. 1 above, enterprises are generally independent legal entities, while universities in China are mostly affiliated with the Ministry of Education or the Provincial Department of Education, and some are also affiliated with other ministries, and some local colleges are also subject to local government and provincial education. The double jurisdiction of the hall means that the university usually has one or two superior authorities. The competent authorities directly set up direct interventions and tasks for university management, and use the completion degree of these tasks and indicators as the basis for assessing the performance of college administrators. These tasks and indicators may not necessarily be realistic, even with the scientific development of colleges and universities. Strategic thinking is contrary^[2].

2.2 Lack of scientific understanding and understanding of performance management

Organization members of the university, whether they are members of management or ordinary members, lack scientific knowledge of performance management to a certain extent, and have no clear path and ideas for performance management. Some managers only regard year-end performance appraisal as the main content of performance management. Performance management is a series of employee-centric interventions. Because performance includes both outcome performance and behavioral performance, the performance plan must clearly state the outcomes expected of the employee and the behaviors and skills that the employee is expected to achieve in order to achieve the outcome, ie, define the work objectives and development goals. Managing employee performance is also a very important stage in performance management and a process that is often overlooked^[3].

2.3 Performance management lacks extensive participation of organizational members

The essence of an organization is a system that consciously coordinates the activities or forces of more than two people. One of the key issues of the organization is coordination. In the process of full coordination and communication, the members of the organization gradually form recognition and loyalty to the organizational goals, thus ensuring the realization of organizational performance. Information sharing and opinion transfer enable the concept of performance management to be recognized and lay the foundation for the performance management function. Table 1 below is a

t-test of higher education performance management under different teaching factors.

Table 1: t-test of higher education performance management under different teaching factors

	Higher education	Average value	Standard deviation	t	df	P
Flipping classroom	teacher	16.556	1.991	0.981	296	0.327
	student	16.808	2.423			
Appropriate participation	teacher	23.087	2.822	0.578	290	0.564
	student	23.286	2.992			
Traditional classroom	teacher	6.663	2.204	1.747	296	0.082
	student	7.200	3.102			

In addition to the above Table 1, some colleges and universities will set the content system and weight setting of performance appraisal by the leader alone, or set the standard of change performance appraisal according to the attention and importance of the leader, or in the process of performance management. The requirement to arbitrarily change the performance content is equivalent to using performance management as a tool to achieve leadership control of the organization. This fundamentally deviates from the essential requirements of performance management, which makes the performance management a traditional means of organizational control^[4].

3. The future development of higher education performance management

3.1 Establishing a correct view of performance management

To improve the performance of university performance management, managers and all faculty and staff must establish a correct view of performance management, that is, to clarify the purpose of implementing performance management, which is the prerequisite for successful performance management. The correct performance management concept should include at least the following four aspects:

- ◆ The purpose of performance management is to motivate faculty and staff to work, rather than controlling faculty and staff. The performance management system that faculty and staff are unwilling to participate in must be a system of failure.
- ◆ Whether the performance management is successful or not, what is important is the ability of the manager, not the tool. Managers must be able to correctly understand the management ideas contained in performance management, have a strong ability to communicate with employees, and have a strong ability to execute. Only in this way, performance management will succeed^[5].

3.2 Perfecting and Innovating Performance Management Process performance management

Performance management will only be effective if all aspects of the entire management process are completed. If a link is lacking, it will affect the performance management. It is necessary to change the existing concepts and practices of equating performance appraisal with performance management, and improve and innovate the process of performance management to improve the level and efficiency of performance management. Doing a good job analysis is the basis and premise of all the functions of modern human resource management, and provides a direct basis for performance appraisal standards and assessment elements.

4. Conclusion

In the process of performance management, colleges and universities often ignore the overall process of performance management, and grasp such performance assessment or other single link, such performance management methods are incomplete and ineffective, and it is difficult to play a real utility. Performance management does not have the eternal, only correct way. Performance management must be appropriate to the organization's environment and needs. Under the Chinese characteristics, colleges and universities must adapt to China's national conditions when implementing performance management. Combining the cultural characteristics of the university, it is suitable for their own national conditions, suitable for their own education system, and performance management suitable for their own schools is the right way.

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