Research on Performance Management of "Double-Qualified" Teacher in Applied Undergraduate Colleges Based on Mbo

Chunshu Liang

Department of Business Administration, Guangzhou College of Technology and Business, Guangzhou, Guangdong, 510850, China

Abstract: There are certain problems in the performance management system of Application-Oriented College, which is not conducive to the construction and training of "double-qualified" teachers. This article started with the current situation of performance management of Application-Oriented College, analyzed the existing problems in depth, and established a performance evaluation index system for "double-qualified" teachers under the guidance of MBO management thought, and analyzed the matching human resource management supporting system.

1. Introduction

The "double-qualified" teacher is the key to cultivating high-quality applied talents in application-oriented colleges. At present, many application-oriented colleges and universities are still at the exploratory stage of the performance management system for "double-qualified" teachers. Even some private application-oriented colleges have not realized the importance of this team, the performance management pf which is relatively simple and rude where the traditional performance appraisal is the main focus. The establishment of a scientific performance management system is of great significance for cultivating and introducing "double-qualified" teachers and promoting the healthy development of "double-qualified" teachers. I will explore the construction of a performance management system for "double-qualified" teachers suitable for Application-Oriented College under the guidance of the MBO.

2. Problems in Performance Management of "Double-Qualified" Teachers in Application-Oriented Colleges

Looking at the current performance management methods of application-oriented undergraduate colleges, although some colleges keep up with the pace of modern human resource management and have made positive reforms to the performance management of "double-qualified" teachers, in general there are still many problems problem, which is shown below.

2.1 Emphasize Performance Evaluation and Ignore Management

According to modern human resource management ideas, a complete performance management system is a closed loop that follows the "PDCA" cycle, including four basic processes: performance planning, performance coaching and communication, performance assessment and evaluation, performance feedback and performance improvement. It keeps circulating and ascending. However, in the colleges and universities surveyed, there are few closed-loop management, and most of them attach great importance to the performance assessment link and ignore other links, especially the performance plan formulation and implementation and performance feedback, that is, emphasizing performance evaluation and ignoring management, and they have not realized the importance of performance management and confuse the status and role of performance assessment and performance management. Regarding performance management still at the performance assessment stage, they believe that performance management is only a summary of past work, ignoring its role

in performance improvement.

2.2 Only Assessment, No Plan

From our investigation, we can see that many application-oriented colleges, especially private colleges, do not attach much importance to the formulation of performance plans, or they do not even have a link for making performance plans. The performance plan is the starting point of the entire performance management process. It guides the employees' behavior and performance during the performance period and plays an important guiding role. In reality, performance planning doesn't work as expected. Many "double-qualified"teachers say they don't know what a performance plan is. They don't know what the organization expects of them, what role their work has for the organization, and how to do it can be considered excellent. The result is that some teachers lack enthusiasm and initiative in their work, and work day after day and year after year without much progress.

2.3 Focus on Results, Ignore Coaching and Feedback

The work of college teachers is more complicated than that of elementary and middle school teachers, especially for application-oriented college teachers. As a "double-qualified"teacher with dual tasks, its work is particularly complicated. Many "double-qualified"teachers are trained from colleges, lacking social work experience, and there are many blind spots on how to carry out experimental practice teaching, social services, or crosswise project cooperation, and so on. Teachers from enterprises to colleges, although they have rich social work experience, they have insufficient knowledge of basic theories and methods of teaching, and there are many blind spots on how to carry out classroom teaching and curriculum construction. These are the work they must be competent for as teachers. For this reason, it is particularly important to conduct performance coaching for them. Through performance coaching, managers can identify problems and solve them in a timely manner. Actually, many schools have teacher development centers and supervisory offices, but they lack pertinence and the role of counseling is not strong in the development of their work. Many teachers walked through the "mushroom" stage on their own. In addition, universities also ignore performance feedback. They value the assessment, but they do not value the feedback of the assessment results. Through performance feedback, employees can clearly understand their strengths and shortcomings for improvement and prepare for future progress. No result feedback or even no reasonable use of assessment results will cause most teachers to think that assessment is a process, a grade, as long as it is not rated as "incompetent", it will not have much impact, so that performance management has not reached the purpose of improving performance, nor has it achieved the purpose of motivation.

2.4 Lack of Targeted Assessment Indicators

Although some colleges and universities also evaluate "double-qualified"teachers, the assessment index system is consistent with other teachers and lacks pertinence. At present, most assessments are conducted from the four aspects of "morality, competence, diligence, and performance". The indicator system is designed in four levels: teachers' morality and manner, teaching work, scientific research work, and social service. Overall, the system is complete but poorly targeted. For example, the evaluation of scientific research results is valued with a large weight, which leads to the phenomenon of "scientific research only"; the evaluation index system has no discrimination, and the evaluation index system of "theoretical" teachers, "double-qualified"teachers and practical teachers is the same. However, it does not reflect well on how to reflect the cultivation of application-oriented students, the design of application-oriented experimental training programs, the transformation benefits of social results, and the breadth and depth of social services.

3. Application of Mbo in Performance Management of "Double-Professionally-Titled" Teachers in Application-Oriented Colleges

3.1 The Core Idea of Mbo

The Management by Objectives theory (referred to as MB0) believes that goals can be internalized as a driving force, and clear and specific goals can significantly improve work performance, and once difficult targets are accepted, they can also bring higher work performance. Feedback leads to better job performance than no feedback. Peter F. Drucker, the author of the theory of management by objectives, once said that it's not the work that sets the goal, but it's the goal that sets the job for everyone. Managers should manage subordinates through goals, that is, the leader of the highest department of the organization determines the overall goals of the organization, and then each department and all employees determine their own sub-goals according to the overall goals, and based on the completion of these goals conduct assessment, rewards and punishments on department individuals. Specific goal setting follows SMRT principles. The MBO method emphasizes that organizational goals, department goals and personal goals are consistent, emphasizes the combination of management participation and self-control, and focuses on results. MBO starts with setting goals and ends with the results of the assessment of goal implementation.

3.2 Mbo System for "Double-Qualified"Teachers

According to the MBO theory, the goal setting of "double-qualified"teachers follows the following process, as shown in the figure:
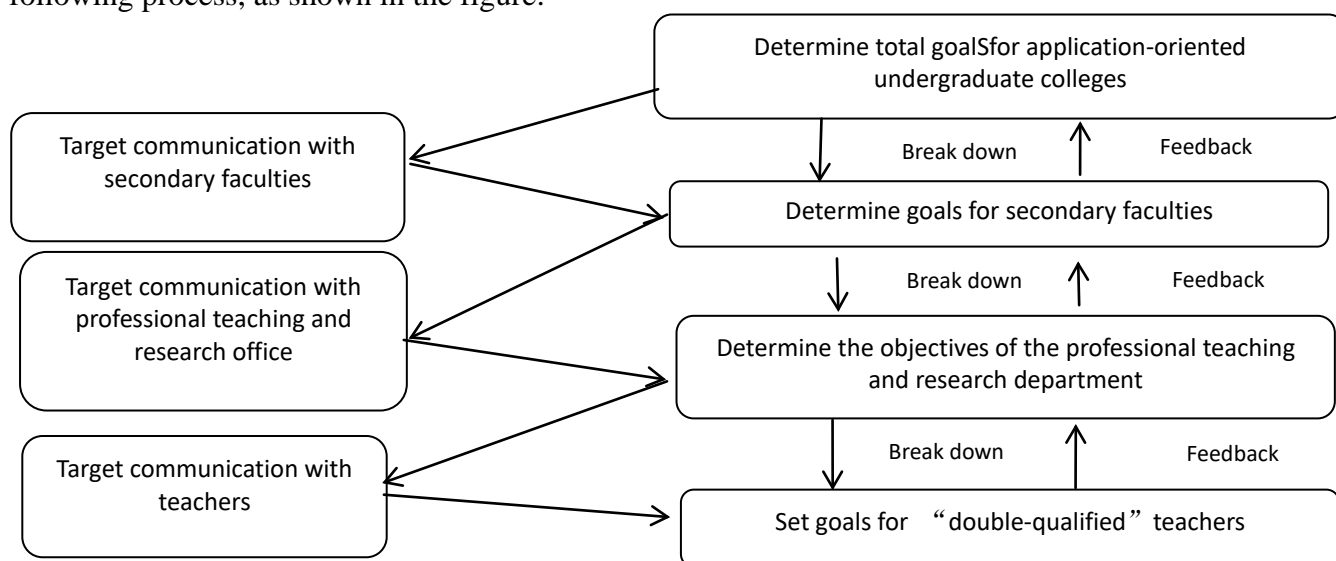

Fig.1 Mbo-Based Goal Setting Process for "Double-Qualified"Teachers in Application-Oriented Colleges

3.2.1 Clarify the Overall Goals of Application-Oriented Undergraduate Colleges

Any college or university must think clearly about the two questions "What kind of university to run and how to run a university" and "What kind of students to train and how to train students", and make clear the orientation of running schools and educating students. The orientation of application-oriented undergraduate colleges are new local universities based on the local economy, focusing on the cultivation of undergraduate application-oriented talents. It cultivates high-quality applied, compound, and innovative talents with high moral, intellectual, physical, and professional qualities. Everything at the university revolves around this core task. As a university, application-oriented undergraduate colleges bear the heavy responsibility of scientific research, serving society and inheriting culture. Through these activities, colleges and universities have won social recognition and improved school reputation.

3.2.2 Objectives of Secondary Faculties

The school has secondary colleges or faculties. The secondary department is mainly responsible for personnel training, scientific research, social services, and inheritance of culture. They will further decompose and embody these goals after communicating with their superiors according to different functional positioning. Focusing on the goal of talent training, secondary schools and departments should carry out professional construction, curriculum construction, teaching staff construction, teaching material construction, daily teaching management, student management, teaching style and study style construction, teaching quality evaluation and monitoring, and other tasks. Through these activities, the secondary faculties support the achievement of the school's overall goals and win recognition from the school.

3.2.3 Objectives and Tasks of the Teaching and Research Office

The secondary faculty has a professional teaching and research office, which is responsible for specific talent training. It organizes teachers to carry out professional application, revise talent training programs, construct and reform curriculum, select and compile textbooks, and do works like curriculum teaching, practical teaching, research and reform of teaching methods, construction of teaching systems, construction of training bases, establishment, conclusion and implementation of scientific research projects, transformation of scientific results, and school-enterprise cooperation. Through these activities, the teaching and research office supports the achievement of the goals of the secondary college and wins the recognition of the superior.

3.2.4 Goals and Tasks of "Double-Qualified"Teachers

The "double-qualified"teachers belong to various professional teaching and research offices, and they can undertake both theoretical teaching tasks and practical teaching tasks, playing a key role in cultivating application-oriented talents. According to the MBO method, the target tasks of "double-qualified"teachers are: classroom teaching (mainly experimental training courses), internship guidance, graduation thesis (design) guidance, experimental training teaching project design, and the design of experimental training syllabus and guide book, guiding students to participate in professional competitions, the selection and preparation of experimental training materials, the innovation and practice of teaching methods, the development of horizontal subject research, participation in industry-university-research cooperation projects, technology promotion, and research results transformation. "double-qualified"teachers carry out these activities, support the realization of training goal of the application-oriented talent, win the school's recognition and achieve personal development. When formulating an annual performance plan, "double-qualified"teachers make individual performance plans based on these goals and tasks, so that personal goals and organizational development goals are consistent.

3.3 Develop a Performance Evaluation Index System for "Double-Qualified"Teachers Based on Mbo

Based on the above target system, the performance evaluation index system for "double-qualified"teachers is shown in Table 1. This indicator system revolves around the school's strategic goals, and according to the actual situation of application-oriented colleges, it builds a "double-qualified"teacher performance evaluation index system from the four dimensions of talent cultivation, scientific research, social services, and school development and reputation. Among which there are 10 primary indicators, 27 secondary indicators and 62 tertiary indicators.

Table 1 Mbo-Based Teacher Performance Evaluation Index System

Dimension	Primary indicators	Secondary indicators	Tertiary indicators
Cultivating Talentst	Teaching performance	Classroom teaching workload	Classes / hours of classroom teaching (theory, practice) completed
		Quality of basic	Completeness of teaching materials (teaching plan, teaching

		teaching document	program, experimental and practical teaching syllabus)
		Classroom teaching quality	Standardization of teaching process and evaluation of teaching quality
		Number of extra-curricular practical guidance work	Number of students instructed graduation internships / Number of students instructed graduation thesis (design) / Number of students instructed professional competitions / Number of students instructed vocational certificates
		Quality of Extracurricular Practice Instruction	Quality of graduation internship instruction / Quality of graduation thesis instruction / Quality of instructing students to participate in professional competitions / Quality of instructing students to obtain professional qualifications
	Professional construction performance	Formulate a talent training plan	The number of participated revision of talent training programs
		Curriculum construction	Qualified course construction number / Key course construction number / Excellent course construction number / School-enterprise cooperation course construction number / Online course construction number / Professional optional course opening number
		Textbook construction	Number of textbooks edited (theoretical and practical textbooks) / Number of textbooks compiled by school-enterprise cooperation
			Quality of Textbook Editing
		Construction of experimental training base	Number of experimental training rooms / Number of off-campus experimental training bases
			Quality of experimental training room construction / quality of off-campus experimental training base construction
		Establishment of experiment and practice teaching system	Curriculum Design of Experiment and Practice Teaching
			Experimental training project design
Scientific research	Research Project	Number of research projects	Number of teaching reforms and research projects / Number of research projects / Number of established crosswise joint projects with enterprises
		Research Project Quality	Teaching reform and research project level / scientific research project level / crosswise research funding
	Scientific research results	Number of scientific research results	Number of monographs / papers / patents
		Quality of scientific research results	Monograph citations
			Publication level
			Socio-economic benefits of patents
			Achievement award grade
			Masterpiece evaluation
Social service	Serving school	Mentoring young teachers	Number of young teachers mentored
		Supervision	Number of supervised lectures / reports
		Carrying out academic research activities	Organization of academic research activities
	Serving communities and businesses	Post practice in enterprise	Number of working days in the company
		Corporate Services	Number of training and consulting services for companies
		Technology going to the countryside	The number of times of technology going to the countryside
		Public service	Number of public service and audience
	Participation in industry	Participation in industry	Specifications, service days, and activities of participation in industry associations and academic organizations

	associations / academic organizations	associations / academic organizations	
		Incumbency	Service days, influence, etc.
School Development and Reputation	Learning and growing	Continuing Education	Education background improvement
			Participation in professional training
		Professional skill	Number of in-post practice in enterprise
			Obtaining a Professional Qualification Certificate
			Awards of individuals' participation in professional skills competitions
			Awards of instructing students to participate in professional skills competition
	Innovation and entrepreneurship	Innovation ability	Ability to develop experimental training courses
			Ability to apply information technology
			Ability to combine "Production-Study-Research "
	Professional ethics	Teacher's morality situation	Teaching accident
			Number of complaints from students
			Correct teaching attitude, responsibility and dedication

The above indicators are still in the exploratory stage. To be put into practical use, further experimental demonstration is needed. Each application-oriented college is different and needs to be adjusted according to the situation. Application-oriented undergraduate colleges can provide different menu-based assessment indicators based on different seniority, professional titles, and development interests, that is, some are marked as mandatory assessment items and some are selective assessment items for teachers to choose. When designing, it is important to ensure that all projects are selected and that everyone has assessment indicators.

In addition, the above index system only stipulates the assessment items, but the weight and performance assessment standards of each item have not been determined. These issues are important and need to be carefully considered. The formulation of weights should take into account three factors: first, the contribution of the indicator to the overall goals of the school; second, the role of the indicator in performance assessment; third, the reliability of the information available to the indicator. The determination of performance evaluation standards can be formed through factor analysis to form relevant evaluation standards. At the same time, in the formulation of assessment standards, different assessment standards can be determined according to the three levels of unqualified, qualified and excellent; second, different types of assessment standards can be determined according to the level of professional titles. In short, the weights and evaluation standards should be determined around the overall goal to ensure that personal goals and organizational goals are consistent.

3.4 Human Resource Management Supporting System Based on Mbo for "Double-Qualified"Teachers

After establishing a scientific performance assessment system, application-oriented undergraduate faculties also need to do a good job in supporting related work in accordance with the guidance of modern human resource management theory, in order to ensure that the performance management system can play its core role, and achieve the role of talent training and motivation.

3.4.1 Establish a Closed-Loop Performance Management System

As mentioned earlier, a complete performance management system includes the four stages of performance plan formulation, performance coaching and communication, performance assessment and evaluation, and application of performance feedback and performance results. Application-oriented colleges and universities should be guided by the MBO idea to establish a university's performance management system from these four stages. At each stage, the operating process and operating specifications must be clearly defined. The responsible person is in place to ensure that the performance management system is implemented and really works. First, we must do a good job of performance planning, take the initiative to communicate with teachers

individually, deliver the general goals of colleges and departments, and discuss the determination of individual annual performance goals. Second, we must do a good job of performance coaching and communication throughout the performance period. Performance communication is the core of performance management. It can help organizations and teachers understand each other's expectations, find problems in time, provide guidance or assistance. Furthermore, a scientific performance assessment process should be established and strictly followed. The performance assessment and evaluation of "double-qualified"teachers is a large work. The following tasks should be done well: first, formulate a scientific performance assessment process to ensure that each link of the evaluation is transparent, fair and orderly; second, prudently select the assessment subject. Different evaluation subjects have different characteristics, attempt to ensure the comprehensiveness and objectivity of the evaluation as much as possible; third, strictly evaluate the method and balance the relationship between qualitative assessment and quantitative assessment. After the assessment is over, performance feedback should be conducted in a timely manner, the results of the assessment should be fed back to the appraisers, and even performance feedback interviews should be held. Through performance feedback interviews, a two-way communication platform can be provided. Communication is a two-way process. The manager can report back his work to the teacher. The teacher can also report the difficulties encountered and the reasons for the problem to the school, thus given a chance to appeal. Interviews are very important. Managers who are appraisers should attach great importance to preparing the time, place, and content of the interviews in advance, and inform the interview content in advance to improve the efficiency of the interviews. At the same time, pay attention to the interviewing techniques to ensure the effectiveness of the interviews. Finally, the application of performance results should be emphasized. The results of the assessment should not only be linked to the teacher's welfare and professional title evaluation, but also to the teacher's future development, further education, and training, etc., so as to maximize the role of performance evaluation.

3.4.2 Establish and Improve the Training Management System

The human resource management system of local application-oriented undergraduate colleges is still not perfect. There are problems of emphasizing the use while ignoring the training, emphasizing the introduction while ignoring the management. There is an urgent need to improve the training management system. According to the performance evaluation index system formulated by MBO, we can clearly understand the organization's expectations for "double-qualified"teachers, and we can clearly see that with the further development of application-oriented colleges, there are more stringent requirements for teachers' individual abilities. For this reason, colleges and universities should attach great importance to the cultivation of "double-qualified"teachers, establish a perfect training system, and promote the link between performance evaluation indicators and the training system to promote each other. The establishment of such a system can also ensure the ability of "double-qualified"teachers to complete the goals of the annual performance evaluation plan.

3.4.3 Establish a Classification Assessment Management System

Colleges and universities should formulate a complete assessment management system and implement different assessment standards for different types of teachers. There are different majors in learning, and people have a specialty. Not all teachers are required to be perfect and competent for all jobs. Different performance contracts can be signed and different performance evaluation standards can be adopted according to the expertise of different people. In this way, management can be facilitated, and one's specialty can also be exerted to motivate employees to the greatest extent and increase their enthusiasm for work.

3.4.4 Establish Supporting Recruitment Management System

The construction of personnel of "double-qualified"teachers in an application-oriented undergraduate college generally depends on "internal cultivation and external introduction", that is, "internal cultivation + external introduction". According to what standards to introduce externally,

the performance evaluation index system based on MBO gave the answer. Therefore, it is necessary to establish a matching recruitment management system and formulate criteria for recruiting and selecting talents based on the performance evaluation index system, which can avoid excessive concentration and duplication of talent capabilities within universities and the incompetence for some special jobs, and can promote the consistency of performance management and recruitment management to ensure the fluency and integrity of human resource management.

4. Conclusion

The construction of personnel of double professionally titled teachers is an important guarantee for the application-oriented undergraduate colleges to achieve the cultivation of high-quality application-oriented talents, and universities must not neglect it. double professionally titled teachers have special identities, heavy tasks, high requirements, and strong comprehensiveness. A matching scientific performance management system must be established. MBO management thinking can maximize the initiative of double professionally titled teachers, meet the achievement needs of double professionally titled teachers, and stimulate the continuous growth of double professionally titled teachers to achieve organizational and personal goals. To this end, we still need to continuously practice and explore the double professionally titled teacher performance management system based on MBO thinking to ensure that it plays the greatest role in team building.

Acknowledgement

References

[1] Jiao Meilian. Analysis on the Construction of Comprehensive Ability Evaluation System for "Double Professionally Titled " Teachers in Higher Vocational Colleges. Education Modernization, 2018,5 (43): 109-110.

[2] Chen Ruzhen. The Application of MBO in Construction of Performance Management of in Enterprises. China Business Review, 2019 (22): 111-112.

[3] Cheng Yunyan. Design and Application of Performance Evaluation Index System for "Double Professionally Titled" Teachers in Higher Vocational Colleges--Based on the Perspective of Performance Excellence Model and Fuzzy Analytic Hierarchy Process. Journal of Guangxi Vocational and Technical College, 2019 (02): 88-93.

[4] Cao Guoliang. Research on the Performance Management of "Double Professionally Titled" Teachers in Higher Vocational Colleges Based on Balanced Score Card. Journal of Changchun Normal University, 2012 (07): 98-101.