Research on the Application of "Standardization Management" and "Principal and Deputy Post System" in the Teaching Operation Management Posts in Colleges and Universities

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Abstract. The teaching operation management post in colleges and universities is an important window for the transmission and implementation of school policies and teaching plans. The work under this post is related to the stability of teaching order and the improvement of teaching quality. At present, the teaching operation management work in colleges and universities is more complicated with more difficulties and has more requirements and ways of working. There exist two shortcomings in the actual work: the lack of standby personnel in the key posts and the longer adaptation period of newcomers who take over the post. It is suggested to introduce the idea of standardization management and implement the principal and deputy post system. Based on the actual situation of teaching operation work, it is necessary to grasp the key points for the construction of teaching operation management posts and strengthen the construction of teaching operation management posts.

Introduction

The teaching operation management is the core of teaching management that plays a central role in all kinds of supervisory work in colleges and universities. The effect of teaching operation management directly determines the quality of student training and is an important guarantee for the stability of school teaching order. It is of great significance for colleges and universities to actively study the construction of teaching operation management posts to ensure the orderly development of teaching operations and further improve the overall level of teaching management.

Main Changes in the Current Work of Teaching Operation Management Posts in Colleges and Universities

More Complicated Work Content

With the changes in the educational environment, the teaching operation is no longer a cycle of the routine work such as course scheduling, examinations arranging, etc., but to correspond with the reform of the talent training model and meet the diversity and flexibility of the class selection, the form of class starting, the assessment method and so on. The operational requirements and administrative tasks are becoming more complex.

More Difficult Work

With the expansion of enrollment in many schools, the number in majors, teachers, courses, and students has increased rapidly in teaching operation management. Due to the subjective and objective factors, the resources in the colleges and universities have failed to respond timely. In this way, under the conditions of satisfying the needs of students and teachers in all aspects, the teaching operation should actively overcome the difficulties and coordinate with the authorities, teaching assistants, logistics and other departments to solve various problems and ensure more effective operation.
Higher Job Requirements

At present, the teaching data generated during the teaching operational process has become an important basis for colleges and higher authorities to understand and analyze the teaching work of colleges and universities. The teaching operation needs to complete the collection, collation, analysis, summarization and submission of all kinds of assessment, evaluation, research and other data on the basis of daily work, which raises a higher requirement for the teaching operation work.

Shortcomings of the Construction of Teaching Operation Post in Colleges and Universities

No Standby Personnel in Key Posts

The fact that the key posts of teaching operation are not equipped with standby personnel causes higher risks to the teaching operation work in colleges and universities. With the expansion of school scale, the teaching management is faced with increasing pressure in all aspects. The key teaching operation posts involve a wider range of work with more service objects. The work is more complex and has higher level of informationization. Therefore, the teaching operation has more strict requirements for the post holders. As the personnel in key posts are becoming more and more irreplaceable, the risks brought by the unqualified personnel in the key posts to the teaching operation also increase. In the actual work, once the staff in key posts are absent, the relevant tasks cannot be effectively continued, which may even affect the entire teaching work.

The main reason for the lack of staff in key posts is that the fixed post and defined personnel quota has more tightly control for administrative posts. There are no sufficient personnel provided in time according to the expansion of the college student size or the change in the teaching operation post when the teaching operation work can be done.

Longer Adaptation Period of Newcomers Who Take over the Post

The content of teaching operation management in colleges and universities is cumbersome with many work tips and heavy responsibilities. Particularly, it has relatively high requirements for the work attitude of the staff in teaching management post. In recent years, the teaching operation management has many changes in the content, difficulty, requirements and methods and puts forward higher requirements for the working level of post holders. The combination of attitude and ability makes it more and more difficult to do a good job in the teaching operation post. It is no small challenge for the newly recruited staff or the temporary staff to carry out work smoothly, quickly and effectively. When there emerge problems such as the staff dimission or taking long vacations in the teaching operation management, it is often the case that the newly recruited staff or the temporary staff cannot adapt to the post quickly after taking over the work, which causes the related work stay out of the normal state for a long time.

The main reason for longer adaptation period of the temporary staff who takes over the post is the limited handover methods. The main points of work are mainly done orally in the handover link. Moreover, some handovers are relatively simple and only carried out at the material level, which is difficult for people who are not familiar with the post to understand and seize the point in a short period.

Application of "Standardization Management" and "Principal and Deputy Post System" in the Construction of Teaching Operation Management Posts in Colleges and Universities

To improve the construction level of teaching operation management posts, it is necessary to be ensured with scientific methods and carry out the exploration and research based on the analysis of the relevant factors that affect the job construction. Now based on the main characteristics of the teaching operation posts and the main problems of current job construction, the thesis introduces the standardization management thought and the principal and deputy post system and combines the two organically to propose methods and suggestions for the construction of teaching operation posts. The main contents are as follows:
General Thought

The enterprise standardization management takes the management as core and connects all departments and links together, assigning authority based on position. The power and responsibilities are united. The work of the enterprise is guided with scientific techniques, methods and procedures so as to improve product quality and enhance market competitiveness. For the teaching operation posts in colleges and universities, we can borrow the idea of enterprise standardization management and organize people to systemize the complicated and cumbersome work with relatively obvious periodicity into flow charts and standardization operation guidance documents based on the principles of process, proceduralization and standardization to constantly improve and standardize the construction work of teaching operation posts. The principal and deputy post management system is to effectively manage and use human resources to achieve organizational goals from the perspective of improving management efficiency and ensuring the reuse of human resources in important posts. It is a new attempt in human resource management activities. Both the principal staff and the deputy staff work as standby personnel for each other in similar posts. The implementation of the principal and deputy post system in teaching operation work can make sure that all the work is done with responsibility and without suspension. When the principal staff leaves, the deputy staff shall automatically take over the work.

The position guidance documents are constructed and improved with reference to the thought of enterprise standardization management; the principal and deputy post system is constructed and implemented to carry out personnel training plan and complete personnel reserve work. The combination of the two does well in avoiding the actual risk of teaching operation jobs: First, the standardized construction refines and standardizes the work content of the post and reduces the impact of the insufficient and incomplete handover of the work; second, the principle and deputy post system solves the problem of talent reserve and ensures that there are deputy staff taking over the work in emergency when the principal staff leave; third, the combination of the two jointly ensures that the newcomers can take over the work smoothly. On one hand, the newcomer learns the operation documents of job standardization and carries out work. On the other hand, under the guidance and help of the deputy staff, the difficulties and problems encountered in the work will be effectively solved and the adaptation period will be greatly shortened.

Main Content of Job Standardization Construction

Compiling the Work Sequence Table of Teaching Operation Management. The work sequence table of teaching operation management is to answer the questions of "what work, who does and when does?" The teaching operation work will be divided according to the work content. Based on the time characteristics of the teaching operation work, the process analysis will be carried out for all the work items in terms of the school year, semester and weekly to clarify the responsibility of each work. The table analyzes the overall work of teaching operation from three dimensions: time, content and responsibility. The purposes is to clarify and standardize the overall process of teaching operation and to reflect the process of teaching operation, thus guiding the staff to grasp the overall situation of the post so that they can determine the work items independently and do a good job in planning, coordinating and arranging of work based on the procedures.

Writing the Procedure Documents of Teaching Operation Management Work. Writing the procedure documents of teaching operation work is to figure out how the work is done in steps. That is, take the teaching operation work as the main body and compile the procedure documents according to the development process. Then summarize and analyze the specific work to refine the work process, standardize the operation method and expound the process, method and precautions of each work in detail. The purpose is to enable the staff to make their mind clear and grasp the links and contents of each work accurately, thus enhancing the standardization of operation, making the staff understand the influencing factors involved in the work and guiding the specific implementation of the work.

Writing the Procedure Documents of Service Object Oriented Work. Writing the procedure documents of service object oriented work is a solution figure out how the service objects work
together. That is, conduct a careful study of the main service items in the teaching operation work and compile the procedure charts in a concise and easy-to-understand way. The handling process of the main items is briefly and clearly introduced in the procedure chart where the handling methods are clearly defined and the time, place and personnel are also specified. It turns the complicated and cumbersome text description into a concise and easy-to-understand management procedure chart. The purpose is to make the handling procedures more convenient so that the staff can quickly understand the work, hold an effective conversation with the service object and know clearly about the matter in all aspects. Faced with questions, there will no longer emerge the problems of not knowing who to ask, where to go and how to do it.

Main Process of Implementing the Principal and Deputy Post System

Defining the Significance of Establishing the Principal and Deputy Post Management System. In the teaching operation work, the principal and deputy post management system is regarded as a job construction method. Firstly, the staff can be reused in the system and team construction. Through multi-post experience, the personnel’s potential can be fully explored to construct and form a good talents training mechanism. Secondly, cultivate and discover the talents who are good at many things and expert in one through the principal and deputy post system under the conditions of the current job establishment of each university. To a certain extent, it has reduced the possible risks resulting from the shortage of personnel in teaching operation post and solved the problems such as the lack of staff to take over the work in emergency and the newcomer’s difficulties in taking over the work. In general, it is of great significance to explore and improve the principal and deputy post system which can effectively improve the construction level of teaching operation posts.

Determining the Scope of the Principal and Deputy Post. The principal and deputy post system should be applied in the key posts which play an important role in the teaching operation management and have a direct or significant impact on the teaching operation. The staff must have excellent professional skills or engage in the work that has a direct impact on the teaching operation. The teaching operation management post is generally divided and determined according to the teaching operation process, which mainly includes five parts: teaching task management, class schedule management, teaching material management, school roll management and examination management. Among them, the class schedule management, examination management and school roll management can be defined as “key positions”. It is necessary to implement the principal and deputy post system and equip with the standby personnel for the post; the curriculum adjustment and class suspension, results query & printing, classroom scheduling are the service window posts for teachers and students. The principal and deputy posts are needed to ensure that the external management and service will continue normally after the staff leaves the post.

Key Points for Implementing the Principal and Deputy Post System. Firstly, the staff should be fully mobilized. The department leaders and the heads of the principal and deputy posts should solemnly introduce the important purpose and significance of the principal and deputy post system and guide the staff to understand and support the system. The principal staff should be willing to help the deputy staff to learn the job skills and communicate the work situation; the deputy staff should be willing to learn and spend time to master the work requirements of the deputy post.

Secondly, the duties and obligations of the principal and deputy posts should be well defined. During the work, the principal staff has full responsibility for this position. When the principal staff leaves for any reason, he must make a handover work with the deputy staff in advance. If the work cannot be handed over in a special case, the deputy personnel must take over the post in time. During this process, the deputy staff should coordinate the work under the two positions and sort the work according to their priorities to arrange various tasks.

Thirdly, the principal staff and the deputy staff should act as the standby personnel for each other. Generally speaking, due to the convenience of management and the nature of work, it is necessary to equip the principal staff with a deputy staff in the same department. They either can be the principal staff or deputy staff or take the two posts in order to facilitate the work and study and take
charge of the work under the two positions at the same time in the follow-up implementation process.

Fourthly, do a good job in the tracking work of the principal staff and the deputy staff’s guiding and learning process. Ensure that the principal staff and the deputy staff can perform their duties and obligations separately and make sure that the principal staff can effectively coach the deputy staff and the deputy staff can gradually develop the ability to take over the principal post, thus ensuring the deputy staff can effectively reach the actual requirements for standby personnel.

**Conclusion**

The construction of teaching operation management posts in colleges and universities is a process of continuous practice and perfection. During the process of exploration, the colleges and universities should emancipate their minds, combine the practical case and actively learn from the advanced management thoughts in various fields to improve the quality of teaching operation management and ensure the teaching work is stable and orderly. The colleges and universities should also attempt to make efficiency and benefits in the ordinary teaching operation management and continuously improve the construction level of teaching operation management.

**References**

