To Deeply Explore the Problems and Countermeasures in the Assessment of Middle-Level Leaders in Chinese Colleges and Universities

Guo-Dong ZHAO¹ and Jing JIANG¹,²

¹The Organization Department, Nanjing University of Finance and Economics, Nanjing, Jiangsu, China
²School of Economics, Nanjing University of Finance & Economics, Nanjing, Jiangsu, China

*Corresponding author

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Abstract. The problem of middle managers’ assessment in colleges and universities is related to the institution building of the university and its ability to develop healthily. At present, there are many problems in the middle managers’ examination of colleges and universities in China. For example, most colleges lack a systematic assessment concept, ignoring the differentiation of assessment objects and the specificity of assessment methods; the assessment subjects lack comprehensiveness and scientificity; the assessment feedback link is not sound; the assessment results are low in credibility and inadequately applied. To this end, colleges and universities need to establish correct assessment concepts, formulate systematic assessment systems, formulate detailed and specific indicators, promote communication and understanding between assessment subjects, strengthen information feedback work of assessment results, and strengthen assessment results’ use.

1. Problems in the Middle Managers’ Examination of Chinese Colleges and Universities

1.1 Lack of Systematic Assessment Concept

Assessment performance is the starting point and the foothold of cadre management. The performance appraisal concept is the primary issue for cadre performance appraisal. The systematic performance appraisal work concept determines the direction, purpose and ideas of the cadre performance appraisal[1]. However, the actual situation of the middle-level assessment of colleges and universities in China is not optimistic. Lack of detailed assessment process, assessment requirements and assessment department allocation before the assessment, it is easy for the assessment staff to be like a headless fly in the actual operation process, so that the target results cannot be achieved. In the actual operation process of the assessment, the general colleges and universities will adopt the annual evaluation method. The main measures may be that the leading cadres write the debriefing report at the end of the year and perform the job description. The content of the debriefing includes the specific work situation, work performance and the deficiencies summarized in the self-reflection situation. On this basis, the leaders of each department will adopt democratic evaluation. The evaluation options generally include excellent, qualified, basic and unqualified, and the final result will also show most qualified optimism. This kind of assessment
method only pays attention to the annual evaluation results, and ignores the daily work assessment, which easily leads to the “proximate cause effect” and the “halo effect”. On the other hand, because the assessment options are not detailed in detail, the arbitrariness and non-authenticity of the assessed persons are objectively increased, and the function of stimulating and supervising the assessed personnel cannot be exerted.

1.2 Ignore the Differentiation of Assessment Objects and the Relevance of Assessment Methods

At present, most colleges and universities in China want to save time and cost in the assessment process. Therefore, in the assessment process, the distinction between assessment objects and the development of targeted assessment methods are often ignored. In fact, the general colleges and universities in China will include internal organs such as the functional departments of the organs and the auxiliary units of teaching and research, and will also have their own units. The work content and scope of duties of different units, different departments and different types of personnel are different, and the objectives and requirements are different. If the assessment is "one pot" under the same general standard, the assessment evaluator can only rely on his own feelings and experience. The impression is to judge the object of assessment, and the subjective randomness of the evaluation is large[2]. In the existing assessment system, it is often the case that all departments adopt an assessment method for assessment. There are very few assessment methods that can be adopted according to different units, different levels and different responsibilities. This has led to the inability to distinguish between the performance of the evaluation work and the recommendations that have substantive effects through the assessment results.

1.3 The Subject of Assessment is Lacking in Thoroughness and Scientificity

360-degree feedback (360°Feedback) As a widely used assessment method for leadership, it was introduced into the leadership assessment[3]. In the existing cadre assessment, most of the participants in the assessment are the school leaders, middle-level leaders, and faculty representatives. A lot of literature and related research indicate that the main body of this assessment is not scientific enough[4]. According to the actual situation in China, the chances of high-level leaders appearing in the social line of sight are large, which leads to the lack of understanding of middle-level leaders by appraisers, and there are often appraisers and examinees. Before the assessment, I just realized the situation that I only knew when I was assessed. It is very difficult to make some assessments that are in line with the actual situation. Most of them can only rely on the basic impressions and the basic grades. The assessors made the assessments. Evaluation is often irrational, and “qualified” is the best option for not making mistakes.

1.4 The Feedback Process of the Assessment Process is not Perfect

The information feedback work is the last link of the assessment, which can prompt the assessed personnel to understand the problems existing in their previous stage of work, and also the source of information for the development of management policies[1]. At present, there is a widespread problem in colleges and universities that does not pay attention to this link or even lacks this link. In the process of assessment, if there are problems or errors, the applicants should be reminded in time to conduct an interview discussion. The difference is whether the examinee's own problems or problems in the assessment process improve the rigor and accuracy of the assessment, instead of already found the problem in the assessment process but did not inform the person being assessed, and finally ended the assessment with “qualified” or “unqualified”.

1.5 The Assessment Results are Low in Credibility and Inadequately Applied

The low credibility of the assessment results can be attributed mainly to two aspects: the development and implementation of assessment methods. A single “qualified” and “unqualified” in the assessment method cannot accurately and systematically evaluate the work effort and performance of the assessed person. One person's efforts can't be affirmed or perfunctory evaluation, which will definitely lead to the enthusiasm of the examinee, and the quality of work will gradually
decline. Naturally, the trust of the assessment results will continue to decrease. In the process of assessment and implementation, the overall quality of the appraisers cannot reach the ideal level, the professional population is lacking, the objectivity is reduced, and the subjectivity is dominant. This is one of the reasons why the appraisal results are not credible. Nowadays, colleges and universities have implemented subsidies for uniform standards, no longer pay bonuses. Those who are rated as excellent can get rewards. On the one hand, they give less rewards and do not have substantial incentives. On the other hand, they have fewer people and competitive pressure. Retired a lot of competitors. If you fail to pass the test, you will be punished by the post allowance. There is still a problem of less money and less effort, and you cannot achieve a substantial punishment. This year's mistake may still happen again next year. At the same time, the results of the assessment are not closely related to the appointment and dismissal of the cadres. As a result, the excellent assesses and the lower-ranking promotion opportunities are equal. The excellent ones do not get the promotion opportunities, and do not reflect the principle of giving priority to the best. To a lesser extent, the enthusiasm of the middle-level leaders is reduced, and the results of the assessment cannot play a substantial role.

All of the above problems have reduced the systemicity, scientificity and effectiveness of the middle managers’ examinations in colleges and universities to a certain extent, which restricts the vision of the various departments and units of the university to check and fill the gaps and continuously improve. Therefore, the rational formulation of the assessment system, the effective implementation of the assessment process and the fullness of the assessment results are important foundations for the establishment of middle managers’ assessments in major universities.

2. Methods and Countermeasures for Improving Middle School Assessment in Colleges and Universities

2.1 Establish a Correct Assessment Concept

The assessment concept is of great significance for the smooth implementation of cadre assessment. The concept determines the will, and the concept is established, in order to ensure the smooth development of the assessment work. Judging from the current assessment of colleges and universities, the assessment process is not systematic, and basically adopts the method of checking the score or assessing whether it is qualified. This weakens the enthusiasm of the examinee and even creates resistance. On this basis, it is necessary to increase the assessment and promotion of cadres and establish a correct assessment concept. All units and departments work together to carry out the assessment form, assessment content and specific evaluation rules before the assessment, and show the specific assessment process in a fair and open manner in front of the examinee, and effectively implement the assessment work, at the same time Prompt activities such as presentations, correctly disseminate assessment concepts, and establish a good assessment concept. In order for the cadre assessment to be completed efficiently, it is necessary to rely on the active participation of both the assessment subject and the subject being assessed to form a good assessment atmosphere.

2.2 Develop a Systematic Assessment System

The systematic assessment system is the basis for ensuring the smooth implementation of the assessment. Set up a special assessment agency to avoid the existence of self-assessment. It is the key to formulate a series of assessment processes. The assessment process according to the process can maximize the saving of money and time costs while ensuring smooth assessment. The appraisers and the appraisers are familiar with the process and follow the process. The assessment content is not only the annual assessment, but also the monthly assessment and quarterly assessment. The monthly assessment, quarterly assessment and annual assessment results are divided according to a certain proportion, and the final assessment results are obtained. The assessment of results is not only a matter of judging “qualified” or “unqualified”, but a scoring system, which is scored according to different units, different departments and different levels. In the design of the assessment form, the qualitative assessment and the quantitative assessment are consistent, and the
sub-items in each sub-item and sub-item are represented by scores. The final rating has also been scored as a result of the assessment. The design of cadre performance evaluation index system should be combined with the organizational management and career development goals of colleges and universities, considering the time cost of performance evaluation of middle-level cadres in colleges and universities and the performance evaluation of college cadres[2].

2.3 Develop Detailed and Specific Indicators

The establishment of specific indicators plays a decisive role in the future assessment work. At present, there is a "one-pot" problem in the middle-level examination indicators of colleges and universities. Regardless of the division of units, departments and grades, the same assessment indicators are uniformly adopted. In the process of assessing cadres, there are commonalities in the requirements for the basic qualities and abilities of cadres, but at the same time it is necessary to reflect the personality characteristics of various departments and positions, so that the assessment is more targeted. In the formulation of specific assessment objectives, the following points should be considered: Firstly, we must consider the development status of each university's own characteristics and the existing deficiencies, specific analysis of specific issues; Secondly, in the assessment process, each department, Units also have their own different responsibilities, work content and work direction. In the development of assessment indicators, different measurement methods are also needed according to the work of different departmental units. Thirdly, the assessment indicators are not arbitrarily formulated, but need to pass tests and use, select the best assessment indicators, speak with facts, and replace subjective judgment with objective facts.

2.4 Promote Communication and Understanding Between Assessment Subjects

A good understanding is an important basis for making a correct judgment. Prior to this, there were widespread situations in which high-level leaders were generally known in China, and the middle-level leaders did not understand it. Even before the assessment, the assessors and the examinees knew each other. In order to ensure the objectivity and accuracy of the assessment results, it is necessary to understand each other. Specific measures may include prior to the assessment, the relevant assessment units collect the basic information, work performance, and innovation results of the examinee on the relevant platform of the school to facilitate the basic understanding of the assessors. In order to promote the examiner's in-depth understanding of the assessors, the assessee's can be given the opportunity to show themselves before the assessment. This series of measures can enhance the assessor's understanding of the assessed person to ensure that the final assessment results are more rational.

2.5 Strengthen the Information Feedback Work of the Assessment Results

In the current middle school assessment process, there is a lack of feedback on the assessment results. This work is the last link of the assessment, which ensures the accuracy of the assessment process. This link is mainly in the process of assessment, if the problem is found, it can be timely feedback to the person being assessed. The examinee can check whether there is any error in the process of assessment, and face-to-face communication with the assessment unit, if the person being assessed does not exist. The problem, then the assessment unit needs to check whether there is operational error in the assessment process to ensure that the final assessment results are true and accurate. Specific operational measures can first select some middle-level cadres to conduct face-to-face communication on the assessment results, and conduct in-depth exchanges on specific issues. Secondly, the results of the assessment can be fed back to the examinee to ask the opinions of the assess to see if mistakes exist in the assessment process.

2.6 Strengthen the Use of Assessment Results

Judging from the current middle school assessment, the examinee who is very concerned about the final assessment results only occupy a small part, and most of the assessees do not care about the assessment results. The main problem can be attributed to the insignificant effect of the assessment results on rewards and punishments, job title assessment and allowances. Therefore, it is
necessary to further standardize the feedback of the assessment results. Firstly, the assessment results should be mainly used as the main basis for the improvement work of various units of colleges and universities. From the assessment results, we should find the shortcomings and shortcomings of the previous work, and actively guide the leading cadres to objectively and conscientiously analyze the assessment results, and in-depth study to find the reasons and clear. In the direction of the work effort, a series of measures were formulated to promote the improvement and improvement of the leading cadres in terms of ability, behavior, responsibility and performance. Additionally, it is necessary to be able to closely link the assessment results with the cadre's remuneration package, selection and appointment, and job promotion, and to commend those leading cadres who meet the requirements of “German, energy, diligence, performance, and integrity” and consciously adhere to scientific development. It is good at leading the scientific development, actively promoting the cause of scientific development, rewarding the middle-level with innovative thinking and the achievements of major innovation projects, and outstanding entrepreneurial achievements. Thirdly, for the non-compliance with the laws of the country, the middle-level leaders who are constantly making mistakes and doing nothing in the course of work are strictly punished. For those who fail to implement the scientific outlook on development, have poor political performance, and fail to meet the demands of the masses, they can first engage in talks and talks, and if they still do not correctly face up to and correct their problems, they will be punished by criticism or organizational adjustment. Fourthly, give full play to the usefulness of the assessment results and use the assessment results as an important basis for subsequent training. Finding problems from the assessment results, checking for missing vacancies, and carrying out targeted training work in accordance with the principle of “what is missing what is added”, more effectively and effectively helping middle-level leading cadres to improve their own quality, enhance their working ability, and promote colleges and universities. Rapid development.

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