

Discussions on Improvement Strategies of Performance Management of Teachers in Universities and Colleges

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Abstract. Performance management of teachers in universities and colleges is the core work of performance management in colleges and universities, while performance management is the basic work of human resource management in colleges and universities. Currently, the most important issue in university management in China is to strengthen the performance management of teachers in universities and colleges and build a joint performance management system of teachers and colleges so as to strengthen the vigor of colleges and universities. This paper discusses how to improve college teacher management system and establish a scientific and reasonable performance management mode according to the author's years' of experience of college management so as to improve college teacher performance management.

Introduction

In recent years, the Ministry of Education has conducted staging evaluation on colleges and universities and changed the focus of work into the improvement of teaching quality and moderate control of size. The work quality of teachers is finally reflected by teaching quality. Therefore, as a vital means for improving the quality of teachers, performance management of college teachers will inevitably arouse more and more attention of colleges and universities. Currently, the most important issue faced in college management is how to strengthen college teacher performance management, build a joint performance management system of teachers and colleges and improve the vigor of institutions of higher learning. This paper will discuss how to strengthen college performance management.

Connotations of performance and performance management

(1) In terms of management, performance is the expected outcome of an organization, i.e. effective output showed by an organization at different levels in order to achieve the goal. It mainly includes two aspects – individual performance and organizational performance. The realization of organizational performance is based on that of individual performance, but the realization of individual performance cannot ensure that of organizational performance. In terms of economics, remuneration and performance show the relationship of equal commitment reached by an organization and employees. Performance refers to the commitment made by employees to an organization, while remuneration refers to the commitment made by an organization to employees. Only when employees realize the commitment to the organization can the organization realize the commitment to employees.

(2) Performance management refers to the constantly continuous and cyclic process of performance plan formulation, performance coaching and communication, performance examination and evaluation, performance result application and performance objective improvement jointly participated in by employees and administrators in order to achieve joint organizational objectives. It is a dynamic process in which administrators should communicate with and help employees mutually, analyze the content of performance management and use appropriate performance management methods based on correct content analysis so as to implement performance management of employees effectively, improve the performance of the organization, departments and individuals and finally promote the realization of organizational objectives.

Job characteristics of college teachers

It is required to first analyze job characteristics of the group accurately before the performance management of a group. Only in this way can methods and indicators of performance management be pertinent. The group of college teachers mainly has four job characteristics as below: (1) it is very difficult to quantize the work efficiency of college teachers scientifically. Work efficiency of college teachers means whether they can train students creating value for the society. This requires practical test of employers. This means that the work efficiency of teachers can be shown after many years. (2) The work of college teachers has implicitness. That is to say, we cannot reasonably judge whether teachers are teaching diligently according to external observation. It is also very difficult to judge the level of hard work of college teachers. Meanwhile, college teachers have a strong self-awareness and often emphasize ego and do not want to be restrained in the work process. Rigid management on teachers will cause a bad result. (3) The work of college teachers is creative. College teachers do not simply impart knowledge in the work process. They also organize and analyze the knowledge according to specific characteristics of each student so as to establish different teaching strategies. They are always creative in this process. (4) The work of college teachers is complicate and their work efficiency is affected by multiple factors. The most important thing is to judge out factors closely related to work performance accurately.

Objectives of performance management of college teachers

Performance generally refers to result and effect. In colleges and universities, it refers to work mode, behaviors and result that have been evaluated, manifests effect, efficiency and achievements in management activities and reflects the most basic organizing ability. Performance management aims at realizing organizational objectives, achieving the expected output and interests of organizational objectives and impelling individuals and team to produce behaviors beneficial to the realization of objectives in the constantly open communication process. To realize efficient development objectives, it is required to conduct performance management on college teachers so as to ensure that colleges and universities can realize overall objectives and missions, strengthen their competitiveness, improve the work ability and performance of each teacher, promote active communication between teachers and leaders and improve the work satisfaction of teachers and cohesion of colleges and universities through the implementation of performance management.

The cultivation of high-quality talents for the society is the responsibility and mission of colleges and universities. For colleges and universities, talents cultivated by them will directly influence the future and revitalization of the nation. However, in terms of talent training mode, various colleges and universities can implement a scientific and rational performance management system according to their training objectives, evaluate teachers and combine the evaluation result and teachers' reward, promotion, job mobility and punishment etc. Colleges and universities can find out the performance, advantages, disadvantages and shortcomings of teachers better, develop their potentials, conduct better training and design their professional career better through performance assessment. Therefore, performance management can closely combine teachers and colleges, impel teachers and colleges to maintain the consistency of objectives and make efforts towards the common goal, realize win-win development of teachers and colleges and finally improve the overall performance of colleges and universities.

Problems existing in performance management of college teachers

1. Unreasonable performance management standard

Performance management indicators are the basis of the implementation of performance management. Unreasonable performance indicators will make performance management fall into a wrong path. Currently, there are three problems in the establishment of performance standard of college teachers as below: (1) incomplete performance indicators. Current performance indicators are only limited to the number of papers published by teachers, the number of lessons given by

teachers and the amount of funds for scientific research that teachers apply for etc. Under the guidance of such performance indicators, college teachers will inevitably attach more importance to quantity than quality. Driven by interests, teachers will only focus on individual interests while neglect teaching and education. (2) Serious unbalance between quantitative and qualitative performance indicators. As there are only a few quantitative indicators, performance management has a lot of subjective color. This has a lot to do with the group psychology of performance management of college teachers in real investigation process. (3) Untimely adjustment of dynamic state of performance indicators. Most performance indicators in many colleges and universities remain unchanged over ten years. This causes great deviation between performance indicators and internal environment.

2. Simplex and rigid performance management methods

Good performance management methods are conducive to the improvement of teachers' performance. Poor methods will produce adverse influence on the effect of performance management. Currently, performance management methods of colleges and universities are still in the stage of simple sorting and forced distribution. A lot of practices have proved that performance management methods mentioned above often cannot achieve the goal of performance management though they are simple and easy to operate. They can only distinguish excellence and badness simply, but cannot improve the performance level of teachers.

3. Lack of incentive mechanism in performance management

The current society is information era and knowledge update changes with each passing day. College teachers should not only impart knowledge, but also constantly improve their knowledge level. While making teaching courseware, some teachers expect to get it done once and for all, thus causing the failure of class contents to follow the era and the lack of new conception. In addition, under the influence of market economy concept and mode in the overall situation of market economy, pragmatism and individualism are spread everywhere. Some teachers neglect their social value and responsibilities, attach more importance to their own interests than interests of students and the society, only consider their work as a means of making a living and put a lot of energy and practice on individual activities and social part-time job. They are not interested in digging into their business and start to give lessons to students even before understanding the textbook well and lack professional ethics.

4. Lack of performance management interaction and communication

An indispensable link of performance management is performance management communication. However, many colleges and universities fail to fully understand this point in the process of implementing performance management and even directly neglect it. They always consider that performance management is only the business of administrative staff and does not have a lot to do with teachers under assessment. The lack of communication in performance management of college teachers is manifested in two main aspects: first, performance result. After the performance result is announced, teachers can only accept the result passively while do not communicate and appeal based on unsatisfactory parts; second, teachers' opinions and appeal are not fully considered while performance indicators are established and teachers do not have the right to speak during the establishment of performance indicators.

5. Insufficient use of performance result

The evaluation and application of result in performance management are the ultimate goal of management. However, in terms of the current form, the application of performance result is not optimistic. Therefore, its use significance is lost and manpower and material resources consumed in management cannot gain the due return, especially in performance management of college teachers. To deal with this process, performance management is most often not applied in career planning and salary distribution. Therefore, its essential function and effect are lost.

Corresponding improvement strategies of college performance management

According to unique characteristics of the work of college teachers and various problems existing in performance management of college teachers, the author thinks that four methods should be taken:

1. Improve the establishment of performance indicators

Performance indicators can guide performance management and development of colleges and universities. College teachers should adjust their own behaviors according to performance indicators. Therefore, the establishment of complete performance indicators has important significance. Specifically, the following should be realized: first, establish comprehensive performance indicators. Performance indicators should be inclined to teachers' professional ethics and teaching and education. Second, increase the variety and proportion of quantitative indicators, consider various aspects of teachers' work performance, break down existing subjective and general performance indicators and establish a persuasive and scientific performance indicator system. Third, adjust performance indicators dynamically, change them in real time according to the change of teaching task and environment and ensure that performance indicators can meet requirements of school development and serve students.

2. Introduce appropriate performance management methods

According to unique characteristics of the work of college teachers, the author thinks that performance management of college teachers can be strengthened through the introduction of management by objectives which was first put forward by management master Peter Drucker in 1950s. The main idea of this method is that assessment personnel and personnel being assessed establish objectives according to the principle of negotiation and conduct communication and adjustment in real time according to the performance state.

3. Improve relevant incentive mechanism of performance management

Teacher training system must be established in a planned way. Teachers' tasks to be completed and training process should be closely combined with such basic forms as special lecture, duty actuation and emphasis of ability aim. It is required to make full use of school resources and conduct the training of basic operating skills so as to improve the quality of teachers. It is also necessary to establish a complete incentive mechanism, transform teachers' pressure and encouragement into motivation and make teachers actually love students and their work and be creative in work.

4. Strengthen feedback of performance communication

Performance management of college teachers should always include communication. Only in this way can the effect of performance management be improved. In the stage of establishment of performance management indicators, it is required to make teachers participate in the process, listen to teachers' suggestions and opinions carefully, and meanwhile make them understand the significance of performance management, reduce their contradiction to performance management and allow them to participate in performance management positively. It is required to establish a smooth channel for teachers' appeal after the result of performance management is announced. In the process of appeal, teachers can not only discover their shortcomings, but also calm down in unsatisfactory parts. Therefore, strengthening performance communication can produce more benefits than troubles for administrative staff.

5. Effective use of performance result

Performance management can not remain in the evaluation stage or implement formalism in order to deal with examination. It is required to make full use of evaluation result and integrate teachers' remuneration and relevant career development and study, thus gradually strengthening the level of importance attached by teachers to performance evaluation and giving fully play to the real function of performance. For example, teachers' abilities and shortcomings can be discovered through the link of performance and compensation and the realization of standard of good performance and high compensation so as to conduct necessary training and study according to specific situation and constantly improve teachers' performance ability.

Conclusion

Performance management of college teachers is a complicated and systematic project. During the reform of personnel system of college teachers and the implementation of appointment system, the improvement of performance management level of college teachers has vital historical significance.

The close combination of performance management of college teachers and strategic objectives of colleges and universities and the close integration of teachers' responsibilities, interests and compensation will produce important influence on the realization of high-quality teaching level and training of high-quality teachers in colleges and universities in the current society with increasingly severe competition.

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