

Exploration on Management Mode of College Student

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Abstract. With the deepening of the higher education reform, the disadvantages of traditional college student management mode become prominent, and the exploration on college student management mode under the new situation becomes one of the urgent subjects of higher education management theory study. The paper expounded in detail the current management mode of colleges and universities, and proposed the new college management mode based on subjectivity, research and contract on that basis.

Introduction

College student management work is the important part of college education management, and plays a decisive role in the development of students and the stable operation of the colleges and universities [1]. The current working model of college student management is consistent with the planned economy mode, namely the college and school(department) two-level organization management system with administrative tendency and the operational mode of integration of departments and regions at different levels; the two systems based on administrative management and ideological education are run independently.

The traditional college student management mode has positive influence on and guarantees the improvement of students' ideological consciousness, promotion to the healthy growth of students, and the steady development of colleges and universities. However, with the impact of the network information, the expansion of colleges and universities scale, the surge in the number of students, the change of ideas and values among students, and the implementation of credit system, the advantages of traditional college student management mode is fading away, and the disadvantages are becoming more and more obvious. Therefore, exploring and constructing effective college student management pattern are the urgent theoretical and practical problems need to be explored and solved in current educational work [2].

The moral of the management theory

There are many factions in management theory; the earlier management theories included: Taylor's scientific management theory, Fayol's general management theory, Weber's administrative theory and Mayo's theory of interpersonal relationships [3]. In contemporary era, the management theories contain school of social system management, the school of decision-making theory management, the school of management science, the school of contingency theory management, etc. These management theories are all applied to some extent in our college student management work, such as the standardization principle and regulation principle in the Taylor's scientific management theory, X theory and Y theory in the Mayo's human relations theory, fourteen management principles in Fayol's general management theory, etc. However, contingency management theory is of more guiding significance. Contingency management theory believes that there is no "best management theory" in the field of management. For example, strict control can be the best way or even the worst way in different conditions; democratic participation may not be suitable for certain environment, etc. Suppose there are two contradictory management measures, in one case, one of the measures achieves the best effect, and in

another case, the other measure may also obtain the best effect. This shows that effective management is to flexibly use all kinds of management methods based on the internal and external factors of the organization.

John Moore and Jay Roche coauthored the book <super Y theory >, which systematically expounded the personnel view of contingency management theory. If used in the management of college students, it can be slightly modified as follows:

(1) Students take part in the study with various needs; some need to be restrained by regulations and clauses while others need to be given more responsibility; the more important need is the feeling of competence by self-realization;

(2) The learning environment, learning forms, and learning content should be fit for the needs of the individual; the key is to adopt the most appropriate management methods, for example, in order to get the best learning efficiency, use "X theory" in the people who need discipline, and use the "Y theory" in the people who need autonomy. X theory emphasizes the external control, but Y theory emphasizes the internal power; there are both advantages and disadvantages in both theories. The point of Z theory is to selectively or alternately use X or Y theory according to the different situation;

(3) The specific management levels in the process of management should be established flexibly according to the environmental change, and there is no fixed pattern;

(4) When one goal is achieved, another goal should be set in order to further motivate students' feeling of self-competence.

Personnel view of contingency management theory proposed to adopt different management mode based on different students, which is a good inspiration for solving the college student management problems. This paper argued that the management of college students should be a function of the students, the curriculum, school environment and site; if $G(x)$ stands for student management problems, X for the student, K for the course, H for school environment, D for site (place), the student management model built should be:

$$G(x)=f(X, K, H, D) \quad (1)$$

This formula shows that different management mode should be adopted on different students; different management mode should be adopted on same students but different courses; the same students, the same course, in different school environment, different management mode may be adopted; also, for the same students in different places, different management mode should be adopted.

The current three college student management modes

In the regard of present research situation of college student management, the topics explored by scholars concerned the college students' ideological education, behavioral norms, or affair service. The study of college student management mode is few in number, and the reason may come from two aspects: one is that there is no widely recognized theory for college student management mode; two is that in practice there is a variety of forms for college student management, and it is hard to unify the mode [4].

“Unitary system” management mode. "Unitary system" management mode is the traditional college student management mode, which is the "school-department-class" one-sided “unitary system” management mode. “Unitary system” management mode played a certain role in the past college student management work; the normal teaching order and life order were ensured. However, with the advancement of popularization of higher education, the drawbacks of the rigid and serious management mode became increasingly obvious; it ignored the cultivation of the college students self-education and self-management ability as well as the participation of social management to a great extent, greatly restricted the expansion of the college student management resources, and hindered the full development of college students personality.

“Double system” management mode. In the fourth session of the national college logistics socialization reform working conference convened in December, 2002, the Ministry of Education pointed: "the student

apartment is an important place for daily life and study; it is an important front for students' ideological and political work and quality education outside the classroom.” When college student apartment increasingly became the important place for college student management and ideological and political education, the “double system” management mode was born at the right moment.

“Multi-system” management mode. The subjects of college student management "unitary system" mode are the specialized agencies, full-time staffs, and temporary staffs involved in the student management in the colleges and universities. The increasing social service agencies were gradually introduced in the subjects of “double system” mode, so how to determine the subject of “multi-system” management mode? This paper argued that the subjects of the college student "multi-system" management mode include not only national government agencies, enterprises and institutions of society and all kinds of social organizations, colleges and universities, but also the students' families and college students themselves, which directly or indirectly bear the responsibility of college students affairs coordination, service supply, self-management and self-supply services, and constitute the college student "multi-system" management mode together.

The reform and innovation measures for college student management mode

Traditional college student management mode has strong administrative tendency and intense political character, which emphasizes the unity, the pursuit of the same way, style and character; there is little difference among colleges and universities in the aspects of guiding ideology of management, management goal, management methods and means, management process and so on[5].

This management mode focuses and emphasizes on the “control” of students, and ignores the principal role of students; managers consciously or unconsciously stand in the opposite of students, understand the student management work from the aspect of negative guard, and antagonism often replaces the equal relationship between managers and students they should have; more importantly, it is one closed management mode with school and the administrators as subject and standard, ignores the needs of college students as an individual person, limits the initiative of college students as the main body; it is difficult for college students to actively participate in activity and arouse the emotion sympathy, so it can neither get the recognition, cooperation and support of college students nor the bidirectional interaction between managers and college students; in the new situation, it will make little achievements. Therefore, innovation of college student management mode is very necessary. The major innovative college student management modes are:

(1) Contract-based college student management mode

Some scholars believed contract-based college students management mode is to make the authority-responsibility relationship clear among each subject by the way of “contract”, and decompose the management task item by item in order to reach the designated position, realize hierarchical management and individual responsibility [6]. Contract subjects of student management in colleges and universities are "school, student, logistics entity, and community management department". The objects are "things that are subject to the rights and obligations, the non-material wealth and behavior associated with people". This kind of "contract" relationship starts from the day of student registration to the day of graduation or ending the study. The conceptual expression of other scholars is virtually the same as the above one, but some scholars emphasized that contract-based college student management mode should be "based on the principle of freedom and agreement" so as to make the management and service reach the purpose of cultivating talents, developing science and serving society within the framework of law.

The contract-based management not only can avoid the blind spot of the student management work, solve the disputes in management and service, but also combine the self-management with school management and teachers' guidance, and enhance college students' legal consciousness and the concept of rights protection.

(2) College student management mode with inter-subjectivity as the logic origin

Inter-subjectivity is the dialogue and joint discussion mode among the subject of two levels or multi-level under the background of equal speaking right [7]. At present, internal and external management environment of college students is diverse and complex and the influence factors increase day by day. The solution to college student management problems and realization of college students' education management target rely on the coordination of related parties inside and outside of colleges, the mutual approval, agreement and compromise in the communication.

Inter-subjectivity pays more attention to the irrational factors such as emotion, attitude, values dialogue, and understanding, is better close to the nature of college student education management, better reveal the entity meaning of inter-subjectivity to the development of people; it is a leap in college student management mode, and has great value and significance for college students' management.

(3) Research of college student management mode

In the management of college students, research working mode is to focus on the hot and difficult problems, use the method of research and analysis, find the law of management work, and propose the best solution so as to achieve the desired effect [8].

Research working mode of college student management is a kind of active working mode; the difference with traditional working mode is that research working mode applies the idea of improvement and development in the whole process of college student management work rather than treat the work as simple "mechanical movement"; in the process of working, the subjective initiative of managers is focused [9].

The value of research working mode is that it plays an important role in stimulating the student management staffs for a strong sense of responsibility, being active in work and independent in thinking, developing the ability of thinking, analyzing and solving problems, improving the working methods and skills in college student management, and enhancing the level of college student management [10].

Summary

Prominent personality, strong self-consciousness and overall plasticity are the main characteristic of contemporary college students. In the management of college students, colleges and universities shall take different management principles and methods according to the students, curriculum, learning environments and places. It is a complex and detailed project in the establishment of management mode for each student; according to the distribution status of students, establish several kinds of management mode, establish student management integral information system; gradually make the student management work concrete, standardized and scientific, and make contribution to cultivating socialist construction talent.

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