

Taping Human Resource Potential and Improving Teaching Management Effectiveness

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Abstract. With the development of colleges and universities and the deepening of education reform, new situations and new problems arise constantly and serious study and solution from the leaders of colleges and universities are in urgent need. Colleges and universities amass various talents, so the leaders at all levels there should keep paying close attention to how to manage and apply the talents well to bring their enthusiasm and creativity into fully play. Based on the practical situation of teaching management in colleges and universities, this paper analyzes and discusses the following aspects: the improvement of management effect, proper application of incentive mechanism and cultivation of teachers' team spirit.

The major task of teaching management is to manage and use the personnel well. To tap human resource potential to the utmost is concerned with both management effectiveness and the art of leadership. As for personnel management in teaching management, only by grasping its characteristics and focus on critical respects can help yield twice the result with half the effort. Based on the practical situation of teaching management in colleges and universities, the following aspects are discussed in this paper: improvement of management effect, proper application of incentive mechanism and cultivation of teachers' team spirit.

I. Follow The 80/20 Principle and attach importance to the key persons in groups

The 80/20 Principle is a distribution law of objects, which means that in a group or structure, the change in 20% of an object may change 80% or even 100% of the object. In other words, 20% of the group may do 80% of the work. Therefore, to follow The 80/20 principle is a method which pays special attention to the 20% outstanding talents and meanwhile takes the common people in the group into consideration, which is the key to the improvement of management effectiveness. The intellectuals are a group of outstanding talents with high intelligence, high academic qualifications and high technology, so the 20% key persons are vitally important to the improvement of management effectiveness. The key persons of intellectuals in colleges and universities can be roughly divided into two categories: one refers to the backbone persons with good character and strong ability and relatively comprehensive knowledge, who are the hard core of the talent group. Generally speaking, the key to management problems can be grasped if the backbone persons are stressed. Materialistic dialectics argues that a given quantity determines a given quality. If the number of backbone persons is too small, it is difficult to change the properties of an object. At present, due to the limitations of talent policy, sometimes a college or university cannot build its backbone team nor arouse the enthusiasm of the 20% backbone to control its development if it selects top-notch talents on the specified proportional basis. Therefore, the administrators of colleges and universities must develop some complementary measures with their own characteristics, form a powerful mechanism for building backbone teams and properly expand the number of backbone teams so as to achieve the desired objectives of the 80/20 Principle. Take our university for an example, we have implemented the scheme of Three Teams in building the backbone team and established the selection system of high-level talents, research experts, top teaching staff. The addition of these two teams of research experts and top teaching staff based on our colleges and university have created favorable conditions for bringing into full play the enthusiasm of teachers and have solved the practical problem that the excellent backbone groups

cannot be formed because of the low proportion of top-notch talents. Each of the Three Teams of our university consists of 50 persons or so, whose percentage in the nearly 500 teaching staff accords with The 80/20 Principle. It has been proved that this practice has had a positive effect on human resource development and injected new life into teaching management. Good results have been yielded over the past two years since the establishment of Three Teams: the teaching staff have an increasing awareness of making progress, and many teachers feel that they are realizing their self-worth by being a member of the Three Teams through their hard work, which has vigorously promoted the development of teaching quality in our colleges and university.

The other category of key persons in teaching management of colleges and universities are those with talent as well as some disadvantages. Though few in number, they have great capabilities and can exert positive impact if used properly. The talents of this category are somewhat unorthodox, not good at getting along with others and likely to be disliked by their colleagues. However, they are very creative, often arrogant and unyielding and difficult to manage. The administrators should regard them as catfishes. Catfish effect is widely acknowledged in the field of management. A team will be like a pool of stagnant water without hard-edged persons, and the existence of catfish figures will bring about the stirring effect. Therefore, twice as much can be accomplished with half the effort when catfishes are under control. In management practice, this kind of talents should be given firstly a stage for challenging work and secondly, assistants to show their talents as well as to make them experience the power of team cooperation; thirdly, support to help solve the practical difficulties in work. Whether the potential of this category of talents can be tapped or not is a reflection of the superb leadership of the administrators. With respect to the management of colleges and universities, the above two categories of talents are the key to manage and the improve management effectiveness.

The administrator should do the following in order to focus on the key persons. First, to be tolerant and broad-minded to rally the talents around him/her; second, to be good at recognizing and differentiating the talents, not demanding perfection but making full use of their strong points; third, to be willing to input emotions so as to make the subordinates grateful for their superior and feel that they are working for their bosom friends. The practical significance of The 80/20 Principle in management lies in the following three aspects. First of all, to entrust the 20% backbone persons with the core and challenging work, in this case they are provided with the stage and the waste of human resource can be avoided; secondly, to invest the resources into the 20% backbone group can produce value-added efficiency in school management; thirdly, the positive effect of the 20% backbone persons on the 80% will be like the effect that $1+1>2$.

II. Correct guidance and proper use of the incentives

Incentive is commonly used in management, and correct incentive can inspire and motivate people. The administrators should employ the incentives correctly in teaching management to bring into full play the wisdom and talents of each person. Currently, there are two problems in the application of the incentives to teaching management of colleges and universities. The first problem is that incentive is simply understood as reward. Some universities give bonus on the basis of work done: more work, more pay; less work, less pay; no work, no pay, which causes the personnel to be mindful of narrow personal gains and losses, to vie and even to be in conflict with each other, hence their enthusiasm is dampened. The second problem is that incentive is construed as the mean incentive, i.e. the achievement is shared among the personnel regardless of their respective contribution which leads to the evading of responsibility and the phenomenon that everybody's business is nobody's business, hence discouraging the talents who have made outstanding contribution and losing the original meaning of incentive.

Incentive is built on the recognition of differences in human abilities. In reality, people are generally differentiated from each other in their abilities, quality and endeavor, and this difference results in different work efficiency and quality. If used properly, incentive will help the bad get better and the better get best. And the purpose of teaching management of colleges and universities is to motivate the competent teachers who work hard and to achieve remarkable results. Human

needs are hierarchical, and they are classified by Maslow into five levels: physiological needs, safety needs, love/belonging needs, esteem needs and self-actualization needs. The incentives must be used in line with the hierarchy of needs and should not be set for all cases. Spiritual incentives and material incentives can be used alternatively in different cases. To have flexible and diverse incentives, the following three combinations need to be put into effect: First, to combine key incentives with general incentives. A college or university needs to motivate both swift horses—the talent and willing oxen—the diligent with the focus on the former. Second, the incentives of low-level needs should be combined with those of high-level needs. Consideration should be given to the incentives of low-level needs, but more attention should be paid to the incentives of high-level needs. The intellectuals have higher education instead of material needs, they often pursue the needs of the fourth and fifth levels as indicated by Maslow, which are more effective than material reward if they are provided with opportunities and a stage to display their talents. Third, positive incentives and negative incentives should be integrated and always adhere to the principle of using positive incentives dominantly and negative incentives carefully.

A set of scientific evaluation system and effective appraisal mechanism must be employed to implement correct incentives. Unscientific evaluation system may bring about deviation from the objectives and unreasonable running mechanism as well as distorted evaluation. At present, major problems exist widely in the rigor and execution of incentive mechanism in colleges and universities. Some colleges and universities do not vigorously reform the management of the teaching staff out of prudence. Although they do take some incentive measures, they do not make great efforts. Some have not even established a complete evaluation system for the teaching staff. Local colleges and universities have made great efforts to carry out reform, and most of them have built a complete set of evaluation systems in terms of performance. However, some conflicts occur during the execution of these systems, therefore positive effect and negative effect co-exist. We do not deny the role of performance management plays in improving the effectiveness of teaching management, but with the development of practices it is necessary to innovate for this incentive measure. Our university begins to develop an evaluation system which combines performance evaluation with development assessment this year in order to eliminate the negative effects incurred by performance incentive. In line with the principle of the combination of quantitative evaluation with qualitative evaluation, expert evaluation with mass evaluation, competency evaluation with performance evaluation, this incentive mechanism is made and it is a three-grade index system, objectively reflecting the working state and performance of teachers and specifying higher goals for their development. This system is planned to be extended on the basis of pilot projects, which is an important measure in the reform of teaching management in our university.

III. Unite people and create team spirit

There are many different descriptions about the connotation of team spirit in academia. Team spirit, in this paper's view, actually refers to the high integration of thought or mentality, and refers to the high unity of thought and consistence of pursued goals, the spirit of cooperation and sense of group honor in a group. In the atmosphere of good team spirit, individual needs are consistent with the needs and development of the organization, the members have tacit understanding and are complementary, and each member becomes a part of the organization and rises or falls with the organization. Team spirit can be cultivated at different levels, mainly at three levels in colleges and universities. The first level is to be cultivated by the party committee of colleges and universities. The work ability, personal charisma of the party committee as well as fairness, equity, integrity and self-discipline displayed in the exercise of power are of great significance for the cultivation of team spirit. A united, clean, self-disciplined and progressive committee can produce a team with high morale and high spirits, which will create invisible power. With such a team, a college or university has the soul of running school and is able to be invincible. The second level is to be done by various laws and regulations and effective mechanisms. With full-established laws and regulations and mechanisms for management, the idea of managing the university by law will be formed in groups, and developed into the will of voluntary compliance by making this idea gradually enjoy popular

support, becoming the idea of institutional team spirit. Under the influence of this idea, public opinion can exert powerful impact on any breach of the rules and regulations, and people involved consider it as their obligation and responsibility to consciously safeguard the solemnity of laws and regulations. The third level relies on the nurture of campus culture. Liu Xianjun, secretary of the party committee of Huazhong University of Science and Technology, has proposed the pickle theory of colleges and universities. He argues that a university campus is like a pickle jar, and students become differently after the nurture of different colleges and universities. The author believes that this idea actually means the use of the campus culture atmosphere to influence the growth of students. Teachers are under more influence because they work and live on campus for a long time. They are the creators and beneficiaries of campus culture; team spirit is created under the influence of campus culture and it is the core content of campus culture. Campus culture consists of traditional campus culture and various realistic, humanistic thought and culture. The team spirit of groups on campus determines the spiritual connotation of a college or university. Healthy and progressive campus culture can exert a subtle influence on people's mentality and get them nurtured well, and then it gradually forms and transforms into team spirit, which in turn promotes the development of campus culture.

The personnel in colleges and universities with good team spirit have a strong sense of responsibility and honor, and the pursuit of everyone will be in accordance with that of the whole team, and thus the individual self-discipline is generally enhanced. These individuals are capable of doing their work well on their own initiative even without more incentives. To do one's work well is regarded as the first need of realizing self-worth is the ideal state of teaching management in colleges and university. When performance incentive mechanism still has to be employed, the administrator should take this ideal state as his/her highest goal.

A college or university needs to create team spirit. The middle-level and basic-level administrators of colleges and universities also need to learn to create their own team spirit. Departments should create team spirit, and more importantly, should guide the teaching and research section to create it. The leaders of the teaching and research section should consider the creation of team spirit as the goal for their term of office and an important task in management. First of all, a common goal should be established because different goals demand different motivations. Therefore, the establishment of team goal is of vital importance. In addition, since there is difference in team members' knowledge level, ability and quality, the individual goal should be hierarchical rather than the same. During the implementation, the individual goal should be combined with the overall goal of cultivating the personnel's team awareness. Secondly, team spirit should be created through its own influence. As this Chinese saying goes, to forge iron one must be toughen oneself. The cadres of the basic-level teaching management should be able to teach and research and should be good at management. Strong ability and quality plays an exemplary role in creating team spirit. Thirdly team spirit should be created with emotions. People have emotions, so the basic-level administrators need to care about each member to make him/her feel domestic affection. The administrators should offer help to solve the members' difficulties in work, life and family. Sometimes this emotional input is better than the material and spiritual reward. Some educators summarize the ten feelings the administrator evokes in the subordinates, namely: to make the subordinates have the feelings of affinity, stability, joy, sincerity, comfort, independence, unification, innovation, confidence and happiness. This practice is worth of learning. In order to avoid such phenomena of the in-group and the out-group, the teaching administrators of colleges and universities should adhere to the systems, and be fair in meting out rewards or punishments; focus on performance evaluation and pay attention to the abilities and contributions, and sincerely communicate with and treat the subordinates, and be fair in dealing with all of them.

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