

# The Construction and Practice of Management Assessment System in Colleges Based on The Idea of Fine Management

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## Abstract

Fine management is an indispensable measure for higher vocational colleges to address the increasingly intense external competitive environment and achieve high-quality development. This paper selects a case study, combining it with the actual work of target assessment management at Chengdu Agricultural College. Through analyzing the composition of its target management assessment system, it identifies several issues such as low compatibility with the school's strategic goals, inaccurate design of the target system, lack of emphasis on key indicators, and insufficient utilization of results. By exploring the concept of refinement through designing a target assessment index system, implementing process assessments, and improving assessment methods, this study ultimately aims to achieve refined and scientific management that effectively enhances the quality and level of college administration.

**Keyword:** Fine Management, Target Assessment, Higher Vocational College

## Introduction

Fine management is a management concept and technique originating from Japan, emphasizing the refinement of social division of labor and the quality of services in modern management. Its main goal is to minimize the use of resources, reduce management costs, and enhance management efficiency. This management approach achieves precision, efficiency, coordination, and continuous operation of organizational management units through systematic and refined rules, as well as the use of procedural, standardized, data-driven, and information-driven methods. "Fine management" mainly highlights three aspects: "fine," meaning focusing on key aspects of management; "refinement," meaning detailed management systems and quantified assessment standards; and "integration," meaning internalizing management systems into human behavioral norms to form a culture of good execution. Integrating the concept of fine management into the entire process of goal assessment management, from the design of goal assessment indicator systems to the implementation of process assessment and improvement of assessment methods, achieves standardized and streamlined management, ultimately realizing fine and scientific

management, and effectively improving the quality and level of administrative management in colleges, which is an important issue currently being explored by vocational colleges.

The General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the "Opinions on Promoting the High-Quality Development of Modern Vocational Education" in 2021, explicitly stating that the high-quality development of higher vocational education is the fundamental requirement and necessary path for the future reform and development of vocational education. Under the new situation, comprehensive implementation of goal management and assessment can strengthen the functions of management in "planning, organizing, implementing, supervising, diagnosing, improving, and enhancing," play a guiding, organizing, motivating, and regulating role of goals, establish and improve competition mechanisms, incentive mechanisms, and restraint mechanisms, improve the goal assessment system, and enhance the internal governance level of colleges. This is an inevitable requirement for vocational colleges to adapt to the development of the new period and deepen their own reforms. It is a powerful measure to deepen the secondary management system and enhance comprehensive management level, which can fully leverage the lever and guiding role of performance, support the realization of college strategic goals with a scientific performance management system.

The author takes the practice of goal assessment system construction in Chengdu Agricultural College as a case study. Chengdu Agricultural College is a national high-quality higher vocational college, a unit for constructing China's characteristic high-level vocational colleges and high-level professional groups, and a demonstration vocational college in Sichuan Province. The college has distinct characteristics. Since 2009, the college has begun to implement target management and assessment in some secondary departments, and since 2012, it has implemented comprehensive target management and assessment evaluation throughout the college. The teaching and management level of the college has been continuously improved, and the target management and assessment system has been gradually enriched and improved, achieving good results. Under the new situation, the college fully implements the "13554" development strategy and the "14th Five-Year Plan" development plan, vigorously promotes the construction of the "Double High Plan" project, but the internal governance system needs to be improved, and management efficiency needs to be enhanced. It is urgent to integrate the concept of fine management into various aspects of college target management to escort high-quality development. By studying the existing system and process of goal assessment at Chengdu Agricultural College, analyzing the main problems in current goal management and assessment, and exploring the construction of a fine target management and assessment system, this study aims to enhance the modernization level of the college's governance system and governance capacity, providing references for the development of vocational colleges.

### **Situation**

Through a comparative study of the college's "Goal Management and Assessment Measures" and other institutional documents over the past decade, it was found that the college's goal management and assessment system has undergone three major adjustments from four dimensions. The specific changes are shown as follows:

Type Time	Before 2019	2019-2022	2023
Assessment Object	Two categories: teaching units and non-teaching units	Three categories: functional departments, teaching schools, and basic departments (ideological and political departments)	Two categories: functional departments, teaching units (first-class teaching units and second-class teaching units)
Index System Composition	Assessment result= basic work objectives (65points)+special work objectives(20points)+ leadership instructions and work supervision (5points)+leadership evaluation(10 points)	1. Functional department assessment 100 points = functional objectives( 50 points) + special work objectives (30 points) + innovative work objectives( 10 points) + satisfaction evaluation (10 points) 2.Teaching unit assessment 100 points =basic work assessment (60 points)+special work objectives(30points ) + innovative work objectives (10 points)	1. Functional department target assessment result = guarantee objectives (30 points) +functional objectives (70 points) +satisfaction evaluation (5 points) +characteristic innovative work (10 points) + work bonus (A points) - work deduction (B points) 2. Teaching unit target assessment result = guarantee objectives (30 points) + functional objectives (75 points) + characteristic innovative work (10 points) + work bonus (A points) - work deduction (B points)
Assessment Method	Objective assessment Office	Objective assessment Office	Application for instant assessment + department (unit) self-assessment +

Result Utilization	<p>The results are divided into excellent, qualified, and unqualified grades. Units with excellent assessment results are awarded the title of "Annual Advanced Unit of Work" by the college and receive bonus rewards for winning units. Units with unqualified assessment results do not enjoy target awards, and their department leaders cannot be rated as outstanding.</p>	<p>The annual target work assessment result is an important basis for the distribution of college performance target awards. Teaching units ranked last two and functional departments ranked last four in assessment order cannot have their departmental leadership teams rated as outstanding.</p>	<p>objective Office assessment</p>
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In the new context, a more precise, quantitative, scientific, and reasonable goal assessment system is obviously needed as a powerful lever to promote the high-quality development of the college. A comprehensive analysis of the current college's goal assessment system reveals four main problems.

Low alignment with the college's development strategic goals: The college has not organically combined goal management assessment with development strategies, has not fully leveraged the "baton" role of goal assessment, and has not established a dynamic target adjustment system for benchmarking the landmark achievements of the "Dual High Plan," the standards of "Vocational Education Undergraduate" programs, and the 11 key tasks of deepening vocational education reform. This results in a limited role in promoting the improvement of the college's educational capabilities.

Inaccurate design of the goal system, lack of clear goal orientation: Inadequate preliminary research on the nature of work and construction foundation of teaching units and functional departments; the use of a "one-size-fits-all" approach, a unified assessment index system leading to imprecise and unfair assessment results; the set targets are not consistent with the direction of college reform and innovation; inadequate understanding of the functional responsibilities of target departments.

Key indicators are not prominent, assessment standards are not specific: According to the functional responsibilities of departments, the most critical core indicators for high-quality development are not targeted; differentiation of importance through the design of indicator weights is not done; assessment standards and methods are not clear in advance, some indicators are ambiguous, and there is room for discussion during assessment.

Ineffective use of assessment results, unclear incentive effects: The goal management assessment aims to stimulate the enthusiasm of faculty and staff to innovate and work hard

to achieve the college's development strategic goals. Currently, the linkage between goal assessment results and the performance of direct responsible persons is not clear; the linkage with the performance of department heads is not clear; the rewards and punishments for performance are not clear, leading to phenomena like "eating from the same pot" and "riding on others' achievements."

### **Solution**

To solve the series of problems caused by the extensive and broad management of higher vocational colleges, a refined objective management system needs to be comprehensively constructed from four aspects: transforming ideological concepts, scientifically formulating systems, integrating theory with practice, and building a data platform.

Transforming ideological concepts, the concept of refinement often comes to mind. In the process of implementing refined management, it is necessary to integrate the concept of refinement into various levels of the organization and individuals' thinking. Only when the concept of refinement is deeply rooted in everyone's mind, becoming a consensus and guiding principle for action, can refined management truly be effective. Refined management is a way of thinking about management, viewing management as a continuous development process. From the perspective of ten years of goal management practice in colleges, refined management can effectively solve the existing problems such as the need for further optimization of the goal management system, inconsistent target difficulties, and the unsatisfactory results of target assessment due to differences in assessment standards. However, internalizing the concept of refined management into the behavior norms of every faculty and staff member, and then forming a good institutional execution culture, still has a considerable gap. Therefore, first, the concept needs to be updated, and colleges should promote the updating of management concepts, emphasizing the transformation from the past extensive and broad management mode to the refined management concept. Leaders and managers should establish an awareness of refined management, realizing that only through refined management methods can they better respond to the increasingly complex and changing educational environment. Second, it is necessary to strengthen the training of faculty and staff on refined management, emphasizing the importance, principles, and methods of refined management concepts, enhancing the cognitive level of faculty and staff on refined management concepts, enabling them to understand and be willing to invest in new management models. Cultivating faculty and staff's sensitivity to data and their understanding of goal management, thereby enhancing the overall level of refined management in the organization.

Establishing Scientific Systems and Mechanisms to Safeguard Refined Objective Management. Refined objective management requires clear support from corresponding systems. In his book "Management: Tasks, Responsibilities, Practices," Drucker proposed the SMART principle for goal setting, which stands for Specific, Measurable, Achievable, Relevant, and Time-bound. Adhering to these principles helps ensure that goals are clear, actionable, and easy to evaluate and monitor. Therefore, on one hand, colleges should scientifically establish relevant supporting management systems, including specific regulations for teaching, financial management, student management, and other aspects, to ensure that each indicator of goal assessment can be regulated and quantified. On the other hand, it is particularly important to establish proactive and effective incentive mechanisms to strengthen the use of goal assessment results. Goal assessment results should serve as important criteria for cadre appointment, training, performance evaluation, and incentive

constraints. It is essential to combine spiritual encouragement with material rewards to further motivate cadres and employees to be proactive, initiative, and creative, and to inspire enthusiasm for work. For cadres who perform well and achieve excellent assessment results, in addition to material rewards, they should also receive spiritual recognition, thus establishing a group of advanced models and creating a strong atmosphere of learning from excellence and striving for excellence.

**Integrating Theory with Practice to Ensure the Implementation of Refined Objective Management.** Refined objective management is a method that elevates the level of detail and precision in the process of goal setting, implementation, and monitoring. It emphasizes the need for more detailed and accurate goal setting, as well as more systematic and refined monitoring and management of these goals. Firstly, before setting goals, it is necessary to timely identify, scientifically analyze, and vigorously address issues. Adhering to addressing major issues, focusing on key problems for further research and consideration, and actively promoting the resolution of a series of governance system issues faced by the college are essential. Emphasis should be placed on research and investigation, seeking solutions based on thorough research and investigation. Only through thorough investigation and research, precise identification of problems, and thorough study of solutions can the college's development strategies and major decision deployments be implemented, ensuring that all work is carried out meticulously and pragmatically. Secondly, it is essential to systematically design objectives. Clear, quantifiable management objectives should be formulated tailored to the issues, breaking down overall objectives into specific, actionable sub-goals to facilitate better understanding and implementation at various levels and departments. Goal setting should align with the college's development plans and actual circumstances, while being challenging yet achievable, especially in the systematization of key objectives. Systematization is the process of integrating individual indicators into a larger system through deliberate design and construction measures. From this perspective, the systematization of key objectives involves conceptual innovation and extension based on the foundation of school system management. It entails subdividing, targeting, and systematizing the key factors that promote high-quality school development, forming a complete set of assessment indicator systems characterized by integration, comprehensiveness, balance, and efficiency. Thirdly, it involves the scientific standardization of assessments. The institutional system for objective assessment should be perfected to become a recognized quantitative tool. This necessitates the scientific standardization of assessment criteria, which must align with the actual development of the college; otherwise, operational issues may arise, leading to subjective assessment results or even adverse reactions. Therefore, it is imperative to refine assessment procedures, criteria, and innovative assessment methods, ensuring that departments (units) being assessed understand in advance what needs to be done, to what extent, and what evaluation they will receive, thus ensuring the scientific, targeted, and effective nature of assessment evaluations.

**Establishing a Data Platform to Advance Comprehensive Objective Management and Assessment.** Utilizing information technology to support the construction of the objective management system. Establishing a data platform and utilizing business intelligence tools can better collect, analyze, and utilize data, thereby improving the scientificity and accuracy of objective management. Firstly, the digitization of objective assessments is emphasized. Combining the new requirements of college construction and development, utilizing information technology platforms for diagnosis and reform to form an objective assessment management system, allows for real-time supervision of the completion of goal tasks. For

each completed objective task, an assessment is conducted, avoiding the phenomenon of a backlog of year-end assessment tasks, ensuring the accuracy of assessment results. Secondly, timely feedback of assessment results is crucial. Establishing a real-time monitoring system on the information platform allows for timely updates on goal execution status. This helps management promptly identify issues and take corrective measures, ensuring the smooth achievement of objectives.

This research takes the actual problems appeared in the deepening reform of the internal governance system of higher education as the basic starting point, and through the practical test of Chengdu Agricultural College, it can not only solve the practical problems in improving the governance ability of schools, but also give full play to the "baton" role of target assessment to promote the continuous deepening of education and teaching reform of schools. Greatly improve the quality of personnel training, enhance the university's contribution to economic and social development, train high-quality technical and technical talents to meet the urgent needs of regional economic and social development and key industries, and provide a strong technical and technical personnel guarantee for regional economic and social development. At the same time, a series of system documents of target management assessment system have been formed, which can be used for reference by similar higher vocational colleges.

### **Fund Project**

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2. 2022 Major Education Reform project of Chengdu Agricultural College -- Exploration and practice of problem-oriented construction target assessment system under the background of the new era

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