College Students Precision Management Research

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Abstract

The current management of college students in the management of thinking, management security, management ability, management personality of the majority; The research principle level is more, the detail level is less, the qualitative analysis is more, the quantitative analysis is less, the speculative research is more, the data analysis is less. In order to solve the above problems, this paper puts forward the precise management of college students, and describes how to carry out the precise management from four aspects: The aim, the content, the method and the problems needing attention, help to improve the level of precision management. Introducing the theory of precise management into the field of student management is of great benefit to the improvement of student management efficiency. First of all, the basic elements and concepts should be clarified in the study of management. This paper introduces the theory, purpose, subject, object, content and method of the precise management of college students, combining with the reality of college management, it also analyzes the present situation of the students' precise management, and lays a foundation for the future research.

Keywords

Precise management; College Students; Scientific.

1. The aim of precise management of college students

1.1. Substantially enhancing management effectiveness

With the rapid development of the Internet, big data, artificial intelligence technology, precise poverty alleviation, precise agriculture, precise advertisement, precise transportation, precise medical treatment and so on appear one after another, the concept of precision has permeated every field of economic and social development. Precision, so that the efficiency of business development, social governance efficiency has a revolutionary upgrade. Colleges and universities are "factories" to cultivate elite talents. The application of the concept and method of precise management is to fulfill the requirement of talent team construction to pay more attention to intensive and high-efficiency.

1.2. Improving the scientific approach to management

Precision management is the product of the development of management science to the information age. It meets the development requirements of Management Science and meets the requirements of military management innovation. In the management of college students, the General and rough management requirements are replaced by precise and definite quantitative standards to enhance the pertinence of management, and the objective data are taken as the basis of analysis and evaluation to enhance the objectivity of management Quantitative standards are used to guide the activities of managers and standardize the behavior of management objects, so as to enhance the direction of management, and then to improve the scientific level of management mode and management method of college students.
1.3. Strengthening the pertinence of student management
With the development of society, the characteristics of student groups in institutions of higher learning are constantly changing. The current students, especially the "post-95" and "post-00" students, have obvious differences and diverse characteristics, the Scientific and cultural knowledge and comprehensive quality are relatively high, but the thought is more independent, the self-consciousness and the rebel consciousness are stronger. "extensive" management has not been able to adapt to the new changes in student characteristics, "accurate" one-person-one-case management, life-case education, to maximize the effectiveness of student management.

2. Subject and object of accurate management of college students
2.1. Subject of accurate management of college students
the subject of accurate management of college students is the manager of students, the first is the management organization, including Administrative Organization: School, College, Department, Class; Teaching and teaching organizations: Teaching and research offices, laboratories, learning resource centers, etc.. Party and League Organizations: Party Committees, Party Branches, party groups, Youth League committees, Youth League branches, etc.. Second, the management of personnel, including leaders at all levels, teaching teachers, teaching support staff, full-time administrative staff. The manager is the leader of implementing the accurate management, the students accurate management policy, the mechanism establishment, the plan formulation, the end implementation all complete by the management main body. In order to lead the development of accurate management activities, it is necessary to carry out the accurate management idea and clarify the respective management responsibility.

2.2. The object of students’ precise management
the object of students’ precise management includes personnel, material resources, time, space, information, etc.. Accurate management carries out the idea of people-oriented, the core management object is students, and the accurate management of material resources, time, space, information, etc.. As the core of management object, students can be divided into individual students and student groups, in which student groups can refer to different grades, different majors, different abilities and different specialties.

3. The content of students’ precise management
The management of colleges and universities involves students’ study, training, work and life, which can be regarded as a management project. The general content of student management mainly includes the following aspects: First, administrative management. The main standard student’s one-day life system, guarantees the normal teaching order and the management order, guarantees each kind of education statute document implementation. Second, ideological management. Through the positive ideological education, cultivate students’ noble moral character; through timely ideological guidance, constantly strengthen students’ self-confidence in study and life. Third, safety management. Through the safety bottom line management, to minimize non-work-related injury, staff reduction, to ensure the healthy and stable development of talent training. In addition to the general management content, the student accurate management also includes the following three aspects:

3.1. The student information accurate management
The information is the objective world in the thing change and the characteristic reflection, is the objective thing internal relations representation, it is to use the content and quantity that
the medium such as character, number, symbol expresses. Information provides managers with the objective facts of the real world and provides the basis for management, analysis and decision-making. In the management system, only the information gets the full flow and the interaction, the management can realize the precision, the high efficiency. Information and data are the basis of accurate management for students. The more systematic and timely the students understand the information, the more accurate the managers make management decisions. The management information of the students mainly includes the basic information of the students, the information of the course study, the information of the Party and League members, the information of the ability and specialty, the information of the physical health, the information of the mental health, the information of the students family and social communication, etc. As the most basic unit of student management, the teaching class is responsible for the direct collection and management of student information. It is necessary not only to master the individual information of students, but also to grasp the relation of all kinds of information, and to carry out the analysis of the whole information elements of individual and Group of students regularly in order to master the actual state of students accurately.

3.2. The precise management of students' behavior

behavior, interpreted from the angle of sociology, refers to the activities that people carry out and achieve certain results under the control of consciousness in a certain social environment. Behavior is unique to human beings, it is caused by specific reasons, and in order to achieve specific purposes. From the point of view of psychology, behavior is the external reaction of inner physiological and psychological changes. It is caused by the motive of satisfying certain needs, and needs are satisfied in order to achieve certain goals. The student’s behavior mainly includes the following kinds: first, the natural behavior, which is decided by the student's innate material quality; second, the emotional behavior, the joy, anger, sorrow and joy, after being stimulated, naturally reveals; third, the learning behavior, the study of cultural knowledge, the learning of rules and regulations, the learning of models, etc., is a process of continuous absorption; the fourth is the creative behavior, is the process of their own ability and quality. The Education, guidance, standardization and restriction of students' behavior are the important contents of management work, which embody the ability of managers to control the management process. The main responsibility of students is to study, the training of qualified successors of socialist construction is a main line running through students' college life. Therefore, the management of students' behavior is mainly aimed at learning behavior, through monitoring the change of students' learning behavior, analyzing its internal and external influencing factors, and then regulating and controlling the influencing factors of intervening learning behavior, the manager realizes the accurate regulation of learning behavior.

3.3. Precise Management of student performance

The concept of performance management comes from the field of enterprise management. The definition of individual performance is: The work effect and achievement of individual employee, including the quantity and quality of work completed. For Students, performance is mainly reflected in tangible achievements such as learning, extra-curricular activities and intangible formation such as personal temperament, collective consciousness. It can be said that the comprehensive ability of students can improve individual and group performance. Performance management is closely in line with students' precise management. It guides students' direction of development through management objectives, measures students' performance accurately through assessment and evaluation, and helps students to analyze their strengths and weaknesses through performance feedback, motivating students to grow and improve through new performance goals.
4. The method of precise management of college students

college students management follows the basic method of modern management science, generally has the following kinds: 1 the method of systematic science, insisting on systematic analysis, overall planning and consideration, strengthening coordination, grasping the main contradiction, to improve the overall efficiency; 2 the method of Behavior Science, to study the Group Law, to excavate the individual motive, to guide and restrict the student behavior by setting the goal, optimizing the environment, adjusting the need and stimulating the motive; 3 the method of Psychology, through the adjustment of self-evaluation and organizational evaluation, we can enhance students’ confidence, correct their thinking and knowledge, and keep their mental health, 5 The method of organization, the student is the university this special organization member, must according to the university the Special Organization to manage. In addition to the above general management methods, there are two comprehensive management methods for students' precise management:

4.1. The difference management method

The essence of the difference management is the precise management for the individuation of the students, which is highly consistent with the modern higher education thought and the goal of the university pursuing the precise management. The Ministry of Education has made it clear that teachers should pay attention to individual differences and meet the learning needs of different students so that every student can be fully developed. For the differential management of students, first of all, the objects of management should be divided into different categories, such as different grades, different majors, and different abilities; secondly, the characteristics of different categories of students should be deeply analyzed, through the objective data accurate mining differences, and then the classification of targeted management measures, and finally closely tracking management results, regular feedback, dynamic adjustment of difference categories, timely adjustment of management measures.

4.2. Demand-side management (DSM) method

DSM originated in the power industry and is relative to supply-side management. In the field of power management, the management can accurately analyze the power demand of industrial, commercial, residential and other user-side, reasonable arrangement or through the price-oriented incentive user's electricity consumption behavior, to achieve reasonable peak load shifting, rational use of electricity. If University administrators and educators are compared to the supply side and students are regarded as the demand side, then only by deeply analyzing students’ learning needs and providing students with modular, order-based teaching, experimental and Scientific Research Services, only then can adapt the student diversification, the individuality demand, realizes the management and is managed by the person's overall coordination, enhances the management to educate the human efficiency greatly.

5. The present situation of the problem of students' precise management

Compared with the concept of accurate management, there are still some deficiencies in the current student management work, mainly reflected in the following five aspects.

5.1. The quantification of management information is not sufficient.

At present, colleges and universities are attaching more and more importance to information management and have set up various information management systems, such as the Educational Administration Information Management System, the student status information management system and the personal security information system, there are more and more information management means for students. However, there are two problems: one is that there are still some problems such as insufficient information collection, insufficient
quantification, and more modulus in the information of administration management, such as compliance and discipline, collective concept, etc. Second, there is not a set of relatively integrated student integrated information management system, including learning, management, security and other factors, information among the various specialized systems can not communicate, not play the linkage and integration of management benefits.

5.2. The focus of management is not clear enough

But in the actual work, all the work eventually fall to the grass-roots level, inevitably resulting in student management sometimes lose focus. One is that time can sometimes miss the point, mainly because the plan is not scientific enough. Most of the work plans for student management are based on the general requirements of higher authorities and combined with the subjective experience of managers. Since it is difficult for the grass-roots managers to devote their energy to summing up historical data and behavior, sometimes plans are made to meet the inspection, so that the plans are not scientific and operational, and can not play the proper role of planning and scheduling; in addition, there is also the phenomenon that plans are not as fast as changes objectively, which makes it hard to schedule and focus. Second, sometimes can not grasp the focus of the content, grass-roots work, political education, administrative management, security management and other parallel cross-cutting functions, so that sometimes a beard and eyebrows grasp, stage of deviation from the center of Teaching Management; In addition, the management of students by the ability level of managers have a greater impact on the lack of experience of managers, the lack of quantitative data to assist, it is also more difficult to focus on the management of all periods, all types of objects.

5.3. The management process control is not precise enough

In the management work, to the process full-time control, to the behavior accurate grasps is very important. The process control of student management is embodied in the restriction of student behavior, through the continuous behavior restriction, the management process can be kept steady. At present, in the student management work, the analysis and grasp of the process mainly rely on the qualitative analysis of the study work situation, the analysis of the individual ideological situation and other means, and the subjective factors are stronger; the quantitative analysis pays more attention to the results of the course, the judgment angle is relatively single, can not comprehensively and carefully grasp various causes, has not integrated the students’ study state, study motive, influence factor and so on together to carry on the systematic analysis inspection, and a lack of quantitative analysis.

5.4. It is not normal to carry out comprehensive assessment.

Comprehensive Assessment of students is an important means of assessing the goals of student management. The assessment results are generally related to the priority of assessment, the development of Party members and the graduation assessment, and are closely related to the vital interests of students. At present, there are two aspects need to pay attention to in the comprehensive assessment of students: First, some schools give priority to qualitative assessment, few quantitative indicators and components, subjective assessment factors in the majority, objective assessment factors too few. Second, most schools only organize a comprehensive assessment before graduation, and do not extend this work to every semester and every school year, so that the effectiveness of the assessment in the process of student development is not obvious, too long time interval also makes some assessment elements in the evaluation will be distorted.

The causes of the above four problems have two common factors, one is that the regular management mechanism has not been established, the other is that the degree of relying on quantitative data to aid management is not enough, and the application of quantitative
management method is not in-depth. All these need to be solved through the research of students' precise management methods.

References

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