

Reform of Postgraduate Education Management System in Local Colleges and Universities from the Perspective of Organizational Change

-- Taking A Local University as An Example

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Abstract

Organizational change is a process in which an organization adjusts, improves, and innovates organizational elements on time according to changes in the internal and external environment, such as the organization's management philosophy, working methods, organizational structure, staffing, organizational culture, and technology. Colleges and universities need to constantly adapt to the new situation, carry out organizational reforms promptly, adapt and improve their management level, and Serve the quality improvement of talent training. At present, in the early stage of postgraduate education in local colleges and universities, centralized management is often adopted. With the increase in the number of postgraduates, the reform of the management system is imperative. Taking the postgraduate management of a university where the author works as an example, this paper expounds on the problems and countermeasures of the postgraduate management system from the perspective of organizational change.

Keywords

Organizational change; Graduate management; Local universities.

1. Introduction

Organizational change is a process in which an organization adjusts, improves, and innovates organizational elements on time according to changes in the internal and external environment, such as the organization's management philosophy, working methods, organizational structure, staffing, organizational culture, and technology. In Russell E. palmer's book "Ultimate Leadership", three situations in which "organizations must change" are identified: one is when the operating environment in which the organization operates has changed. However, the organization has not changed accordingly, and can no longer operate effectively; another situation is that the organization has changed over time, and although the operating environment has not changed, its operating efficiency has become lower and lower; The third situation is when two organizations merge into a new organization or operate jointly, and accordingly, both organizations are required to change to achieve a common and effective operation.

The postgraduate management system is an important window for students and supervisors, and its management level directly determines the quality of postgraduate training. At present, local colleges and universities, especially in the early stage of enrollment, generally adopt centralized and unified management. However, with the expansion of the enrollment scale, single and vertical management has not met the requirements of the development of graduate

education in schools. Organizational changes must be made to seek a more efficient management mode. Only reform can effectively promote the development of postgraduate education and training and can meet my country's requirements for the high-quality development of postgraduate education in the new era.

The author himself has been engaged in postgraduate education management in a local undergraduate college. The college has independently recruited postgraduates for 8 years. There are 2 master's degree authorized first-level disciplines and 3 master's professional degree authorization points, which are distributed in 4 secondary colleges. There are more than 1,000 full-time postgraduate students in the school. At present, the school's postgraduate management system is facing the problem of reform. The following takes a university where the author works as an example to briefly discuss the existing problems in the management of graduate students in local universities and the problems of organizational reform strategies.

2. The Main Problems of Postgraduate Education Management in A University

2.1. Management Authority Is Too Centralized

The management authority of postgraduate management is mainly concentrated in the graduate school of the school. The postgraduate admissions, training, and daily education management are mainly organized and implemented by the graduate school. Each postgraduate training unit only cooperates to complete some specific tasks according to the requirements of the graduate school. It is impossible to systematically carry out the recruitment, training, and daily management of graduate students, which has caused two problems:

2.1.1 The graduate school has insufficient management staff, and the work pressure is too high. The working environment of the entire team is very depressing, the enthusiasm is not high, and the work efficiency is seriously affected.

2.1.2 The autonomy of each grassroots training unit is limited, there is no corresponding funding, there is no subject consciousness of students' training, the enthusiasm for work is also not high, and there is a phenomenon of work shirk.

2.1.3 The tutor who is the first responsible person for postgraduate education management belongs to the second-level college, but the second-level college is not responsible for the selection and assessment of tutors. Therefore, it cannot effectively supervise and manage the work of tutors directly, resulting in the ineffective management of tutors. Cohesion directly affects the quality of student training.

2.2. The Information Exchange Within the Organization Is Not Smooth

The current postgraduate education management includes a large amount of information collection, information transmission, etc. from various links such as postgraduate enrollment, training, degree awarding, graduate employment, and discipline construction. Information is often communicated between departments, supervisors, and graduate students. Due to the huge amount of information and the variety of content, the communication mechanism between graduate schools and graduate training units, disciplines, tutors, and students is not smooth enough. At the same time, the information-sharing platform needs to continue to be improved.

2.3. Lack of An Effective Postgraduate Management Performance Evaluation System

Performance evaluation is the process of identifying, observing, measuring, and developing the performance of people in an organization. There are two main contents: one is developmental evaluation. The second is evaluative evaluation. The former focuses on the continuity of the

management process evaluation; the latter is mainly a retrospective evaluation linked to the distribution of rewards and promotions. As far as the performance evaluation of a university is concerned, first of all, the performance evaluation focuses more on the evaluation of the distribution of rewards and remuneration, and lacks the process evaluation; secondly, it mainly evaluates the graduate school, but lacks the performance evaluation of each postgraduate training unit; Finally, the evaluation of postgraduate supervisors is only a qualification assessment, and is not included in the performance evaluation. Therefore, the current evaluation system cannot fully mobilize the enthusiasm of all parties, and effective reforms must be carried out.

3. The Problem of Resistance to Postgraduate Management System Reform from The Perspective of Organizational Change

When an organization is changing, no matter from which angle the change is made, it will bring about the adjustment and re-establishment of the synergistic relationship between the organizational system and employee behavior. Therefore, it will encounter resistance to organizational change. Moreover, the stability and inertia of the work of various management departments in colleges and universities themselves lead to greater resistance and difficulty in reform.

From the perspective of organizational change, the main resistance to the reform of the postgraduate management system in a university is reflected in the following aspects:

3.1. In Terms of Organizational Factors

It is mainly manifested in organizational inertia, which causes the organization to be rigid and inflexible in the face of changing situations, and it is difficult to adapt to the requirements of the environment or internal changes. As far as the current management of graduate students in a university is concerned, the internal system of the organization is not smooth and resource allocation is not in place.

3.2. In Terms of Group Factors

The main factors that form resistance are group norms and group cohesion. Group norms are hierarchical, and marginal norms are relatively easy to change, while core norms are difficult to change because they contain the identity of the group. Likewise, groups with high cohesion tend to be less receptive to organizational change. Undergoing change, and members have recognized and are used to the existing work mode and work content. To break the balance and promote change, the resistance from the group cannot be underestimated.

3.3. In Terms of Individual Factors

People tend to resist change due to fear of the consequences of organizational change. The first is professional identity and security. In organizational change, people need to shift from familiar, stable, and secure work tasks to a change process with high uncertainty, and their "professional identity" is affected, resulting in resistance to organizational change. The second is status and economic considerations. People will feel that the change affects their position in the business organization or worry that the change will affect their income. Or, due to reasons such as personality characteristics, occupational security, trust relationship, occupational habits, etc., there is resistance to organizational change.

At the same time, insufficient leadership for change, insufficient leadership promotion, and inadequate communication and exchanges are also obstacles to the reform of the postgraduate management system in a university.

4. Strategies for Postgraduate Management System Reform Based on Theories Related to Organizational Change

The theory of organizational change points out that in the face of changes in the internal and external environment, the organization rebuilds the internal structure, technology, and personnel to solve the prominent contradictions and problems existing in the organization, so that the organization can continuously adapt to the new environment and new situation, and strive for survival, and Create opportunities for future development. Based on this, the reform of the postgraduate management system must solve the problems of personnel, technology platform, and internal distribution.

4.1. Develop A Practical Change Plan for Management Decentralization

Like other management processes, change management requires addressing what, how, who, and when, and developing a timely change plan. In the reform of the postgraduate management system, the graduate school, as a first-level postgraduate management unit, should formulate a reform plan or plan, clarify the responsibilities and rights of each department, and uniformly manage the core business that affects the overall development of the school's postgraduate education, such as degree awarding and evaluation. The day-to-day management and training management of postgraduates should be the responsibility of each postgraduate training unit. Of course, in the process of decentralization, there must be the cooperation of the school-level human resources management department to do a good job in staffing. Therefore, the reform of the postgraduate management system is a work at the school level, and it cannot be completed by the planning department alone.

4.2. Build A Shared Information Platform

An information-sharing platform for universities is an inevitable requirement in the era of big data. It can allow information to flow promptly, facilitate communication at work, and improve management efficiency. In the reform of the postgraduate management system, first of all, an effective information exchange and transmission system must be established. The Graduate School can transmit the latest information to all secondary schools on time, and then accurately convey it to teachers and students to solve information communication barriers; secondly, it is necessary to establish a school-wide graduate management information platform to achieve information sharing and clearer workflow. , Everyone on the platform can know what they need to do, and they are responsible for their responsibilities and performing their duties, reducing the repetitive work of managers and improving work efficiency.

4.3. Develop Measures Related to Business Performance Appraisal

In organizational change, performance is unavoidable. Organizational change is inseparable from the joint participation and support of everyone in the organization. For individuals, work intensity and performance are the most concerning issues, and the same is true in the postgraduate management system reform. The reform will inevitably touch on some interests, increase the workload or responsibility, how to ensure the interests of these participants, or how to distinguish the performance distribution before and after the reform, which is the most sensitive issue. I think it is necessary to formulate a corresponding business performance evaluation system, refine a series of evaluable indicators, and distribute performance according to a certain coefficient, reflecting the added value of labor and responsibility.

5. Conclusion

In short, any reform is not achieved overnight, and there will be resistance to change. It is necessary to make a reform plan and conduct effective communication to win the support of leaders and human resources departments. develop towards better.

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