Research on the Effective Mechanisms of Personnel Management Education in Universities from the Perspective of "Three all-round Education"

Hu Jing[1,a,*]

[1]Human Resources Dept, Nanjing University of Finance & Economics, Nanjing, Jiangsu, China
[a]9220190036@nufe.edu.cn
*Corresponding author

Abstract: The concept of "Three all-round education" refers to all-staff education, all-process education, and all-aspects education. Three all-round education, emphasizing broader engagement of educational actors, clearer delineation of educational levels, and more practical measures for implementation. To deepen the comprehensive reform of "Three all-round education" ideological and political work must permeate the entire educational process. In the field of personnel management, this entails exploring strategies for constructing an education mechanism within higher education institutions through consensus-building on educational objectives, refining the design of educational processes, establishing a precise education management mechanism, and developing a scientific moral education assessment and evaluation system. These efforts aim to consolidate hidden educational resources within universities and promote tangible progress in the effectiveness of personnel management in supporting education.

Keywords: Three all-round education; Personnel Management; Moral Education Governance; Effective Mechanisms

1. New Requirements for University Personnel Management under the Comprehensive Reform of "Three all-round education"

"Three all-round education" refers to education by all staff, throughout the entire process, and in all aspects. It emphasizes, from the dimensions of participants, time, and space, that all departments and educators within a university bear significant educational responsibilities. This introduces new requirements for personnel management in universities. Universities must integrate ideological and political work into the entire education process, and through institutional and systemic innovation, consolidate latent educational resources to build a more comprehensive and integrated educational system, thereby generating a stronger collective educational force.

First, personnel management should incorporate education into its role requirements. Traditional personnel management in universities typically follows established practices, handling various transactional tasks. Although it emphasizes the scientific and standardized aspects of management, it often faces issues such as narrow management objectives and vague implementation pathways. With the deepening implementation of moral education as the core task of higher education, the original goals of personnel management no longer meet the new developmental demands. It is necessary to embed educational management into institutional design, construct an education-oriented evaluation system, and develop detailed implementation guidelines and assessment standards. These measures will guide the behavior of faculty and staff, internalizing moral education into university construction and management.

Second, personnel management should shift from a transactional to a strategic management model. A strategic personnel management model is one based on the overall developmental strategy of the university. "It focuses on formulating and implementing talent strategies aligned with the long-term goals of the university, fully mobilizing the personnel management capabilities of all managers, enhancing team and individual performance in line with strategic objectives, and ultimately improving the university's overall talent competitiveness"[1].Traditional personnel management often focuses on procedural tasks such as selection, training, compensation, promotion, and evaluation, making it reactive and directive, and difficult to proactively integrate into the university's strategic planning. As

internal management reform in universities deepens, there is an urgent need to break away from the transactional management model, actively develop forward-looking management strategies, and construct a personnel management system aligned with the university's unique characteristics.

Finally, a clear pathway and closed-loop structure for personnel management in education must be established. Incorporating education into personnel management requires not only directive management objectives and a strategic management mindset but also clear and defined responsibilities, effective environmental conditions, and a series of supporting documents. Therefore, the educational mechanism within personnel management must have a clear implementation pathway and a complete closed-loop structure.

2. Deficiencies in Personnel Management Education in Universities

The comprehensive reform of"Three all-round education" emphasizes establishing a complete system that is "standardized, scientifically operated, well-supported, and effective." However, in comparison with this objective, many deficiencies remain in the implementation of personnel management education across all staff.

2.1. Lack of Institutional Design, Loose Integration of Evaluation Processes

Personnel management encompasses multiple modules, with clearly defined responsibilities across departments, enhancing efficiency and convenience in traditional transactional management. However, under the strategic personnel management model, the drawbacks of this division become apparent.

For instance, in some universities, the establishment of the Teachers' Work Department under the Party Committee often results in the formation of a Teacher Ethics Office or a similar unit directly affiliated with a particular department in the Human Resources Office. This leads to moral education management becoming an independent entity, while other departments may view moral education issues as outside their scope of responsibility, resulting in a lack of enthusiasm for educational work. This segmentation makes it difficult to integrate educational efforts into other management sequences, creating fragmentation between educational work and other personnel management tasks. The inconsistency and lack of coherence in the educational system result in insufficient full-process management, which makes unethical behavior difficult to detect early. When such behavior arises, it often causes significant negative impacts and severe consequences.

2.2. Insufficient Focus on Moral Education, Incomplete Evaluation Subjects

The moral education orientation in personnel management is not sufficiently prominent, and evaluation standards often focus primarily on teachers, neglecting the educational potential of other staff members. The concept of "all-staff education" has not yet reached a consensus in practice. Moral education objectives have not been fully adopted as the fundamental guiding philosophy for university education, and an education-oriented evaluation index system has not been established. As a result, non-teaching staff have limited enthusiasm for participating in ideological and political education efforts.

In fact, the educational agents in universities constitute a broad category, including all faculty and staff. Whether faculty members or administrative staff, all contribute to the educational process and are integral components of the educational framework. While some staff may not directly participate in moral education management, they still exert direct or indirect influence on students' ideological values through their work. Therefore, it is essential for all departments and each staff member to be actively engaged in educational activities.

2.3. Unclear Evaluation Indicators, Lack of Incentive and Feedback Mechanisms

An incentive and feedback mechanism is a critical component of the personnel management system, and an effective incentive mechanism plays a vital role in achieving organizational goals, especially in guiding individual behaviors.

In terms of educational evaluation standards, the criteria for evaluating teacher ethics and conduct are often difficult to equate with teaching and research tasks. The issues of "emphasizing research over teaching" and "focusing on instruction rather than education" persist. Research indicators tend to have

more clearly defined evaluation criteria, while educational evaluation standards are harder to quantify, with the assessment of educational work often reduced to a supplementary evaluation criterion.

Regarding the evaluation methods, insufficient consideration is given to the continuity, complexity, creativity, and individual autonomy of the work done by university faculty and staff. There is a lack of comprehensive evaluation design and specific operational methods, with a focus on results over processes. The assessment system tends to be outdated, with limited techniques and vague standards, often resulting in superficial evaluation.

In terms of the application of moral education assessment results, the effectiveness of these assessments is weak, as they are not sufficiently linked to salary, benefits, or promotion opportunities. Outstanding performance in teacher ethics evaluations is primarily rewarded through non-material incentives, with a lack of material rewards, which limits the positive motivational impact of the assessments. The low rate of conversion of moral and educational achievements into tangible outcomes results in unsatisfactory educational effectiveness.

3. Strategies for Constructing an Educational Mechanism within University Personnel Management

According to Hodgkinson's theory of educational management values, "Educational management requires the transformation of philosophical management concepts into practical activities (praxis) through personnel arrangements and material allocation within an organization to achieve its goals."[2] To address the current deficiencies in integrating education into university personnel management, effective strategies must be actively explored, and appropriate measures should be taken to allocate resources toward fostering education, thus promoting the scientific and orderly development of personnel management in the context of educational work.

3.1. Focus on Ideological Leadership to Build Educational Consensus

To tackle the issue of insufficient emphasis on moral education management, it is essential to raise awareness within the personnel management departments about the importance of integrating moral governance into their responsibilities, embedding the concept of cultivating virtue and fostering talent into the overall institutional design of personnel management.

Firstly, the important directives of the university's Party Committee Standing Committee and higher-level policy decisions must be fully implemented. Personnel management should align with the university's development goals, focusing on the fundamental tasks of talent cultivation and the cultivation of virtue. Personnel managers should be organized to carefully study and understand key speeches and guidelines from the Party and central authorities concerning higher education and ideological and political work, thereby enhancing the shared educational consensus among managers.

Secondly, the capacity-building of personnel management teams should be strengthened. Placing political standards as the top priority, leadership cadres should lead by example in adhering to professional ethics and fulfilling job responsibilities. Leaders play a pivotal role in cultivating virtue and talent, and should conduct personnel management in alignment with the university's development goals. This ensures consistency and coherence in both the management and implementation processes. Forward-thinking and anticipatory personnel management strategies should be developed, and the concept of cultivating virtue and talent should be incorporated into daily personnel management training programs. Enhancing political sensitivity and discernment, as well as the ability to proactively identify and manage risks in the ideological field, is essential for improving personnel management's role in education.

Thirdly, work style construction should be emphasized. By fostering exemplary models, management can play a subtle but influential role in shaping behavior, thereby cultivating a positive team atmosphere, work culture, and behavioral norms. This fosters a strong sense of responsibility and dedication among personnel managers. In key areas such as faculty and staff's ideological and political orientation, ideological work, and teacher ethics, personnel managers must demonstrate courage and a willingness to take on responsibility.

3.2. Enhancing the Design of Educational Processes by Tapping into Intrinsic Motivation

In response to the lack of a clear pathway and closed-loop structure in the design of educational

processes, it is essential to stimulate the intrinsic motivation of faculty and staff, thereby fostering their enthusiasm and engagement in educational work and transforming external regulation ("heteronomy") into internal self-discipline ("autonomy"). As Hodgkinson's theory of educational management values suggests, "Educational management should be a humanistic 'moral art'."[3] It should aim to resolve the conflicts inherent in organizational roles by internalizing external coercive "heteronomy" into the self-discipline of faculty and staff. A well-designed system can enhance individual intrinsic motivation, highlight the value of educational management, and foster the recognition of the moral education community, thus strengthening its role.

In the process of system design, it is crucial to fully understand the inner desires of the faculty and staff, respect their legitimate rights, and at the same time, adhere to the principles and rules of system design. The design should effectively integrate the elements of education with the personal aspirations of the faculty. Expanding and enriching the channels for moral education can enhance the faculty's correct understanding of moral education governance, and stimulate their intrinsic motivation as educational contributors. This alignment will gradually bring the university's developmental orientation in line with the value orientation of its faculty. Adhering to the "people-oriented" management philosophy, it is essential to actively listen to the opinions and suggestions of the faculty, taking the protection of their interests as the starting point for work. This approach helps create a harmonious, relaxed, and free environment conducive to growth and development.

3.3. Establishing a Precise Management Mechanism with Accountability at the Individual Level, Centered on the Fundamental Goal of Moral Education Governance

Deeply tapping into educational resources, a vertically integrated and horizontally comprehensive management mechanism must be established to ensure that the responsibilities of every participant in education are clearly defined and assigned.

.Firstly, a systematic educational participant framework and collaborative management model should be constructed. The concept of personnel management must be updated to form a structured and tiered educational participant system, with counselors as the core, political education and professional course teachers as key contributors, and administrative and logistics personnel as auxiliary supporters. It is essential to clarify the moral education responsibilities of each role, combining targeted and routine management to establish a collaborative educational framework, ensuring that educational goals are integrated throughout all operational processes.

Secondly, management authority should be decentralized, and the role of secondary management departments must be strengthened. The personnel management focus should be shifted downward, granting secondary management departments greater autonomy and decision-making power, while enhancing their accountability and oversight. By regularly collecting evaluations of educational performance and tracking feedback, a complete, clearly defined, and efficient management system can be built, increasing the openness and effectiveness of human resources management throughout the institution.

Thirdly, moral education training management and responsibility lists must be reinforced. Strengthening theoretical and normative education on teacher ethics will help clarify the specific requirements of professional ethics standards. Combining specialized training with the promotion of exemplary cases will inspire faculty and staff to take proactive responsibility in moral education. A responsibility list for educational work should be established to clearly define the educational and service responsibilities and standards for each position. Incorporating educational expectations into position appointments and creating a differentiated performance evaluation system will ensure that all faculty and staff embrace the notion of "dual responsibility in one post," fostering a collective sense of accountability. Over time, this will contribute to the development of a nurturing, value-oriented educational environment.

3.4. Establishing a Comprehensive and Strategic Moral Education Assessment System

Building a comprehensive, scientifically sound, and multifaceted moral education assessment system is a key task in the strategic development of personnel management in higher education institutions.

Firstly, the construction of a moral education assessment mechanism must be refined. The requirements for moral education assessment should be consistently integrated throughout the process,

with the evaluation of teacher ethics and conduct being the primary criterion for promotion. A diversified evaluation system should be established, incorporating performance, capability, attitude, and effectiveness. The negative list system and the "one-vote veto" for violations of professional ethics must be strictly enforced. Assessment methods should be both practical and operable, combining qualitative and quantitative approaches. Evaluation elements must be updated and supplemented in response to new situations to enhance the binding force of moral education management.

Secondly, differentiated and effectiveness-oriented evaluation methods should be implemented. Different evaluation standards should be established for various educational participants, with a focus on assessing the actual outcomes of moral education. It is necessary not only to refine the assessment process but also to conduct in-depth analyses of the results. A two-way feedback mechanism should be developed to ensure the improvement of educational effectiveness and moral conduct, effectively preventing issues and raising the overall standard of professional ethics among faculty and staff.

Thirdly, reward incentives and resource allocation should be strengthened. Both moral encouragement and appropriate material rewards should be emphasized. Units and individuals with outstanding moral education assessments should be recognized through awards, promotions, and selection for key roles. For those who fail to meet expectations, a combination of education and disciplinary measures should be applied, with a last-in elimination system enforced to ensure all faculty and staff adhere to and regulate their behavior. This will foster a virtuous cycle in educational work. Additionally, the evaluation of student growth should be emphasized to inform resource allocation, break the equalitarian approach, and promote performance-based compensation. This will enhance faculty members' sense of honor and responsibility, boosting their enthusiasm and initiative, and ultimately unleashing the full potential of moral education.

4. Conclusion

The establishment of an effective educational mechanism within the personnel management domain in higher education institutions is a proactive response to the comprehensive reform of "Three all-round education" and a further refinement of the moral education objectives under the "Fostering Virtue through Education" initiative in the new era. Developing a scientifically sound and effective mechanism for fostering talent will contribute to creating a comprehensive educational environment in higher education. Addressing the current shortcomings in personnel management related to educational responsibilities requires exploring breakthroughs in areas such as ideological guidance, procedural design, management mechanisms, and assessment systems. The focus should remain on the overarching moral education goal of "Fostering Virtue through Education" by constructing a management system that aligns with this objective. This involves embedding moral education into routine management practices, integrating latent educational resources, and ultimately enhancing the effectiveness of personnel management in fostering talent.

Acknowledgements

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