

Research on the Guiding Value of Management Principle to Ideological and Political Education in Colleges and Universities

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Abstract

As the core of quality-oriented education, ideological and political education's fundamental purpose is to improve people's ideological and moral quality, it also promotes the free and comprehensive development of humanity. Nowadays, education is faced with many challenges. How to use effective means and methods to carry out the ideological and political education work in colleges and universities is an urgent problem to be solved. Therefore, we can enlighten and innovate the ideological and political education from the perspective of management. By this means, we could enhance the effectiveness and creativeness of the ideological and political education.

Keywords: Management, Ideological and Political Education, Human-based Principle, Mintzberg Theory, Objective Management, Value.

At present, the number of college students in China has reached over 37 million, and the construction of ideological and political courses is of great significance. However, "The effect of classroom teaching needs to be improved, teaching research needs to be intensified, and thinking needs to be expanded; the content of the textbook is not alive enough, and its pertinence, readability and effectiveness need to be enhanced. There are still some shortcomings in the selection and training of teachers. The team structure

needs to be optimized and the overall quality needs to be improved." ¹To run the ideological and political courses well and promote the scientific development of ideological and political education, we must draw on the strengths of all, reform and innovate. In his book *Management*, Zhou Sanduo defined management as "Management is a process in which managers use management functions to coordinate in order to effectively achieve organizational goals, personal development and social responsibility. "²In Zhang Yaocan's book *Principles of Ideological and Political Education*, the ideological and political education is defined as: "The society or social groups with certain ideas, political views and moral rules exert a purposeful, planned and organized influence on its members, make them form practical activities that conform to the ideological and moral requirements of a certain society and class". ³Therefore, it can be seen that both management and ideological and political education are activities to achieve a definite goal. To a certain extent, they are related to each other and can be learned from each other. This article mainly focuses on the value of ideological and political education from management.

1. Ideological and Political Education Value of Human-based Principle in Management

The hypothesis of "social man" of humanity in management is of great significance to ideological and political education in colleges and universities. Mayo found that people were not "economic man" through "Hawthorne experiments". He believed that people's behavior was not simply motivated by the pursuit of money, but also from the needs for social psychology, that is, the pursuit of mutual friendship, sense of security, sense of belonging and such. Compared with the motivation for money, psychological needs were much more important. The structure of "informal organization" was discovered during his experiments. He pointed out that the logic of efficiency was the code of conduct in formal organizations, while the logic of sentiment was the code of conduct in informal organizations. If managers ignored the logic of sentiment of workers and only focused on the logic of efficiency to manage, the conflict was inevitable, and thus hindering the improvement of enterprise productivity and the achievement of goals. I think in the process of ideological and political education in colleges and universities, we should draw lessons from this kind of Human-based management thought and pay attention to the feelings of students and their reasonable economic needs. We should also pay attention to use informal organizations such as associations to carry out the ideological and political education. Because compulsory ideological and political education may be counterproductive. For example, on the Taiwan issue, many Taiwanese do not recognize Taiwan as a part of China. But it is certainly not feasible to carry out hard ideological and political education to correct this wrong view. In this case, we can learn from the influence of "informal organization" in the organization.

¹ Xi Jinping. The ideological and political course is the key to realize the fundamental task of cultivating people with morality. People's Daily Online.

² Zhou Sanduo & Chen Chuanming & Lu Minghong. (2009, June). *Management Principle and Methods*[M], Shanghai: Fudan University Press.

³ Zhang Yaocan & Chen Wanbo. (2001, January). *Principles of Ideological and Political Education*[M], Beijing: Higher Education Press. Zhang Yaocan & Chen Wanbo. (2001, January). *Principles of Ideological and Political Education*[M], Beijing: Higher Education Press.

At the same time, the thought of "people-oriented" is embodied in Herzberg's theory of two factors and Maslow's theory of hierarchy of needs. Scholars in the period of behavioral science have full humanistic consciousness. If a man even can't satisfy the most basic needs for survival, the effect of ideological and political education must be minimal. Therefore, it requires that ideological and political education in colleges and universities should consider both the needs of students in all aspects and the feelings of them, achieving the student-oriented situation so that ideological and political education can be better developed in the public and truly internalized.

Human-based principle is the people-oriented management thought. The core of all management activities of managers is humans and their initiative, enthusiasm and creativity. Only by doing so can the objectives of the management organization be achieved. Main viewpoints: first, the staff is the main body of the enterprise; second, staff participation is the embodiment of effective management; third, the most perfect development of human nature is the core of modern management; fourth, management is used to serve people. The fundamental purpose of management is to achieve a certain goal, and so is the ideological and political education in colleges and universities. Therefore, Human-based principle is worthy of reference in ideological and political education. We should actively pay attention to the reasonable needs of college students and satisfy them, improve their quality, and make a contribution to quality-oriented education.

2. Ideological and Political Educational Value of Mintzberg Theory in Management

Talking about ideological and political education in colleges and universities, we can draw lessons from Mintzberg's theory about what roles educators should play in education, in other word, three roles of managers: interpersonal role, informational role and decisional role. Similarly, in ideological and political education, educators should also define their roles. First, as the interpersonal role, the educators should exist as representatives and liaisons; second, as the informational role, educators should exist as supervisors and communicators; third, in the decisional role, educators should exist as professionals who make relevant policies.

Mintzberg's theory is of great significance to what role educators should play in ideological and political education. When in ideological and political education in colleges and universities, educators often play a lot of roles, and how to adjust between educators and managers is a key issue.

First of all, there is no conflict between education and management. Even if it is the same piece of work, two different goals of educating and managing students can be achieved. For example, in terms of maintaining class order, it is not only an important management to managing a class, but also a method to cultivate students' awareness of rules through this process. In this way, the same job can be both educational and managerial. However, if we carry out the management as an "educator" and the education as a "manager", conflicts are bound to happen. Because in management activities, the managed are tools used by the manager to achieve a certain goal. While in educational activities, the educated themselves are the goal. Therefore, there are many differences between managers and educators.

From the perspective of manager, one of the important factors to promote the achievements of the goals is that the managed must obey the management. The manager and the managed are not equal. The

manager will naturally establish an authority in front of the managed, and all the work of the manager is carried out around the tasks assigned by the superior. Therefore, when an ideological and political educator unilaterally considers himself a manager, then the students naturally become the managed. In front of the superior leader, he is also a managed, and the students become his tools to accomplish the task. Therefore, it can be said that he only attaches importance to the achievements of collective goals, but neglects the growth of individuals. Because managers tend to view things based on the collective rather than the individual in the organization. For example, some teachers take up a lot of students' time for extracurricular activities in order to make them get high scores, thus getting bonus. What is missing here is an understanding. Management is a coordinated activity to achieve a certain goal, which is for managers to achieve their best interests. If educators always act as managers, it is difficult for students to be educated and grow up, which is damage to students' right to receive education. Of course, since many colleges and universities operate a top-down management model, educators will naturally assume themselves as managers when in face of students. At the same time, most schools manage classes in a quantitative way, and educators will naturally manage classes according to this standard. Also, because most of the school's assessment of educators is linked to material benefits, educators will naturally lose their original patience and achieve the target in the quickest way.

From the perspective of educators, the educator teaches the educated and promotes their growth. The student's growth is the purpose of all his work. At the same time, the educator and the educated are equal, that is to say, one might have learned the doctrine earlier than the other, or might be a master in his own special field. Seen from the educator, all the work carried out by the school and all the requirements of the school should be consistent with the growth of students. The educator understands the educated. So, he can see that the work carried out by the school is from top to bottom, but it is carried out from bottom to top. Only when it is effectively carried out can the educational purpose be realized. Of course, as an educator, we can establish the authority of managers in front of students when necessary, not just educators. The management at the right time is sometimes for the better education on students.

In terms of how to adjust, I think, first of all, the evaluation modes of college students should be diversified and flexible. And the educators should not be put into a situation where they can only act as "managers". In the current situation, many educators are in such an awkward situation that society needs to be tolerant to them and reflect on it. Secondly, only when educators truly regard themselves as an educator and change their inherent concepts comprehensively can they face the educated with patience and sincerity in the future. Finally, the fundamental task of colleges and universities is education, which means that all the work of the colleges and universities is centered on "educating students". Therefore, ideological and political educators should be educators first and then managers. At the same time, it should also be understood that management is the means and education is the end. More education and less management. Educators must take the ability to educate students as an important criterion to measure one's own work, and always bear in mind that all management is aimed at educating students.

3. Value of Objective Management in Management to Ideological and Political Education

Objective management was proposed by the world-renowned management guru Peter Drucker, the main purpose of which was to manage and guide operations and measure individual contributions by mobilizing mutual responsibility for results as managers at all levels of the organization set common goals. At present, objective management is beneficial to the better development of ideological and political education in colleges and universities in the following aspects: first, it can strengthen the communication and understanding between teachers and students. When setting the goal, it is necessary to collect the opinions of all parties and communicate in all aspects, which strengthens the understanding of the goal of ideological and political education in colleges and universities, and deepens the understanding of the objective management of political education. Second, it can promote the innovation of ideological and political education methods in colleges and universities, and also facilitate the sharing of ideological and political education resources. Objective management can promote the improvement of organizational structure and promote the sharing of educational resources, which can greatly improve the efficiency of ideological and political education in colleges and universities. Third, objective management can enable college students to manage themselves. The way of objective management is self-management, which can give full play to students' initiative and creativity and enhance sustainable development.

At the same time, the planning hierarchy system of Konz and Werick in management is also of great significance to ideological and political education to some extent. It consists of eight elements: mission, goal, strategy, policy, procedure, rule, program, budget. Ideological and political education can learn from the steps of its compilation process, including determining the objectives of ideological and political education, recognizing the current situation of ideological and political education, studying the past of ideological and political education and make a strategic plan that can promote the smooth operation of ideological and political education.

The road of ideological and political education in colleges and universities is long and tortuous. It is worthwhile for educators to consider how to effectively innovate teaching ideas and models. The humanistic Principle, Mintzberg's theory and such will play a certain guiding role in ideological and political teaching and scientific research, which are to be further explored and applied by the scholars.

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