

## Practical Application of Target Management in Performance Appraisal of Higher Vocational Colleges

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**Abstract:** The performance evaluation of higher vocational colleges has a great influence on the quality of teaching in higher vocational colleges. Scientific and reasonable performance evaluation is beneficial to the enthusiasm of all educators. In recent years, with the gradual deepening of the reform of our educational system, in order to effectively improve the level of education in higher vocational colleges, the performance evaluation of higher vocational colleges has been gradually increased. The goal management is becoming more and more popular and applied in the performance evaluation of higher vocational colleges, but it is not deniable that there are some problems. Therefore, enough attention should be paid to the actual application of target management in the performance evaluation of higher vocational colleges.

### 1. Introduction

At the present stage, vocational education in China is in the key period of transformation and transformation. Under the new form, the development of Higher Vocational Colleges in China must replace the scale expansion with quality improvement. Therefore, in the process of reform and transformation, the quality of higher vocational colleges must be promoted to the core and the scientific management as the means. To maximize the success of transformation and transformation of higher vocational colleges. Objective management has its unique advantages in improving the quality of management and management efficiency. Therefore, it is of great practical significance to explore the practical application of target management in the performance evaluation of higher vocational colleges.

### 2. Problems of Target Management in Performance Appraisal of Higher Vocational Colleges [1]

The goal is the ultimate direction of all actions, which has a crucial impact on the specific implementation of each link. Therefore, it is necessary to ensure the scientific and rational goal making to ensure that all work can be carried out properly. At present, one of the most common problems in the evaluation of target management in Higher Vocational Colleges in China is that the target formulation is not scientific enough to make specific guidance for the following content, which leads to the difficulty of achieving the goal of quantitative evaluation. In particular, the final standard of performance assessment, the completion time and the person in charge of each link have not been given detailed consideration and specific selection, which makes it difficult to achieve the implementation of the various levels and departments of the school to a great extent, and it is difficult to carry out the work of its inspection work in the later period. In addition, the goals set in the performance goal management assessment have eventually become administrative apportionment. Under the requirements of the administrative order, it leads to a perfunctory attitude of all departments to the assigned work, and it is difficult to achieve the desired results. Finally, the difficulty of arranging tasks and objectives is not appropriate. In the process of making performance target management assessment goals, it is not able to fully combine the work characteristics of various departments and the size of the ability to deal with the problem. The difficulty coefficient set when setting the task difficulty is not scientific, which often appears that the task difficulty of

the Department is far beyond the phenomenon of its handling capacity. To a large extent, it has led to the decline in the progress and quality of tasks completed by various departments [2].

The index system is a comprehensive and systematic comprehensive action standard and guidance established at the global height. Only by ensuring the scientific rationality of the index system can the performance target management assessment be able to achieve the expected standard in the actual implementation process. But it is not deniable that the performance target management assessment of the performance target management system in China's higher vocational colleges is not scientific and reasonable, which has become a relatively obvious problem. Specifically, it is shown in the following three aspects. First, the representativeness of the assessment index is insufficient. The establishment of the assessment index should be based on the annual work focus of the school and the goal of the annual work. It is necessary to ensure that the assessment targets set up can meet the goal of the school's strategic development. However, a considerable number of Higher Vocational Colleges in our country are able to focus on the annual work of the school when the performance target management assessment is designed. And the annual work objectives are scientifically and reasonably included in the index system, which largely leads to the lack of validity of the evaluation. Second, the proportion of the assessment indicators is not reasonable. It should be clear that there are differences in the responsibilities and abilities of different departments of the school and the different levels. Therefore, the balance of the ratio of the assessment indicators should be reflected in the formulation of the assessment standards, and the primary and secondary should be highlighted. However, there are some higher vocational colleges in the performance target management index system design process in the process of different departments of the indicators do not make a distinction, but take a one size fits all method, resulting in the evaluation of the main and secondary, the validity of the assessment is difficult to be guaranteed. Third, the formulation of assessment standards is relatively vague. Qualitative and quantitative indicators should be given sufficient consideration in the process of establishing assessment objectives. Only on this basis can the accuracy of the assessment be ensured. But at present, our country's higher vocational colleges are more fuzzy in the formulation of assessment standards, which leads to the difficulty of getting the accurate results of the assessment work to a great extent, which makes the randomness of the assessment greatly increased [3].

In order to obtain a fair, objective and scientific performance goal management assessment result, it is necessary to ensure that the subject and object of the assessment should be conscientious and conscientious in fulfilling its obligations, fair and fair participation but performance evaluation. But one of the problems that can not be ignored is that at present, in a considerable number of Higher Vocational Colleges in our country, the subject of performance evaluation is not fair, and the problem of the object is not uniform is obvious.

In the performance management target assessment, the leaders, managers and assessment components of higher vocational colleges are the main body of assessment, and bear the important work of leadership assessment, coordination assessment progress, evaluation and assessment results, and their working attitude will directly affect the final results and final quality of the performance goal management examination. At present, there are a series of psychological effects in the evaluation of the performance target management of higher vocational performance in China. In the process of evaluation, the subjective factors are often added to the evaluation process, and the specific situation of the evaluation unit will not be understood, which leads to the large deviation between the score and the actual situation, and it is difficult to accurately reverse the results. Reflect the real working status and real working ability of the unit [4].

The individual of the two level and two level departments of higher vocational colleges is the object of assessment. The object of assessment must be allocated and actively participated in the assessment process to ensure the accuracy and objectivity of the performance assessment of the colleges and universities. However, there are some individuals in the two level and two level departments in the assessment process or due to the influence of individual factors, or because of the unscientific assessment system, which leads to the poor attitude and low participation in the assessment. In a way, the performance management assessment of the school has become a form of

walk. To a large extent, the goal assessment of performance management has lost the incentive and guidance function that assessment should have.

In the process of performance target management assessment, a more important link is the assessment feedback. Assessment feedback is that the assessment personnel disclose the deficiencies in the school according to the specific assessment conditions and put forward relevant countermeasures to solve the problem. Therefore, the assessment feedback will affect the performance goals to a great extent. Manage the overall quality of the assessment. At present, in the performance goal management assessment of Higher Vocational Colleges in China, the lack of feedback and insufficient results make it difficult for the higher vocational colleges to guide the school departments to improve their work quality and efficiency. The emergence of this problem is also due to the lack of assessment feedback mechanism in higher vocational colleges. To a large extent, the inspection of various departments of the school is limited to notified of the results of assessment. It is difficult to find the root of the problem in the departments with poor results, which makes the final goal of the performance evaluation of the school performance difficult. Now [5].

### **3. Improvement Measures of Target Management Examination Performance in Higher Vocational Colleges**

Only the scientific design performance target management assessment scheme can make the work of each link can be given specific guidance. In order to achieve the maximum degree of achievement goal management assessment plan is scientific and reasonable, we can start from the following two aspects.

First of all, the performance goal management assessment scheme should include performance objectives setting, performance responsibility implementation, performance monitoring, performance feedback, performance accountability and performance improvement. In the process of formulating the scheme, we should pay attention to the combination of the principle of qualitative and quantitative, in order to improve the connotation of school development and strengthen the strength of school teaching, so that the formulation of performance target management assessment scheme fully embodies the focus of development and development direction of the school. In addition, we should make every effort to ensure the index system of the program at the same time to give consideration to both the index of the teaching department and the index of the management department, and take into account the basic index and the index of adding score [6].

Secondly, the formulation of the scheme should reflect the breakdown of the annual goals of the school and the management departments, and take the responsibility system to examine the work of all departments of the school to ensure the implementation of the responsibility to every specific department. At the beginning of the year, the teaching departments and management departments should clarify their annual tasks and annual work goals. In the middle of the year, we should check and plan their annual work and annual work goals, take reasonable measures to solve the problems existing in them, and adjust the work schedule for the work of progress. At the end of the year, the teaching departments and the management departments should submit the annual work and the annual target task to the school. The school will make the final evaluation on the assessment according to the assessment materials submitted by the school, and give the approval, encouragement and encouragement to the departments who have completed the annual work and the annual work goals, and have not finished or completed the poor quality. The Department criticizes and finds out the reasons for improvement.

In view of the lack of scientific problems in performance target management assessment targets in higher vocational colleges, it should be clearly realized that only from the source of governance, clear goals and full participation, can all departments and all personnel involved in the performance target management check be made to think about one place and make an effort to make one place. Specifically, we should ensure the scientificity of goal setting, the reasonableness of target distribution and the clarity of different departments' understanding of goals. First of all, higher vocational colleges should clearly set up advanced school running concepts and learn from other schools' successful experience based on their own actual conditions. In addition, it is necessary to

ensure that the school aims to meet the national development goals, not enough to meet the needs of the social development of talents, and to coordinate the relationship between the school scale, the quality of running a school and the efficiency of running a school. Secondly, the higher vocational colleges should make clear the performance goal management assessment work is not a simple examination report, but should compare and analyze the work of each department from two aspects of horizontal and vertical, so that the macro adjustment of the school and the independent coordination of various departments should be combined organically to form a good cooperation and cooperation in the whole school. To develop the situation so as to realize the overall development goal of the school as the ultimate goal and promote the further development of performance goal management assessment.

It should be clear that organizational leadership is an important guarantee for the performance goal management assessment. Only by ensuring the formation of a perfect organizational form can the performance appraisal work be carried out smoothly. To form a sound organization and leadership, we can start from the following two aspects.

First of all, the establishment of a sound work leadership system. At the top of the school, the overall management of the performance goal assessment has been carried out, but it should be realized that it is not enough to rely solely on the highest leadership of the school. It is also necessary to establish a goal assessment and leadership group at all levels and departments to ensure that the assessment work at all levels and departments of the school can be strictly controlled. Take control and clear guidance. Specifically, the responsibilities of the leadership team of performance target assessment should include: guiding the work of various departments and levels according to the performance target management assessment standards set by the schools, analyzing and studying the problems arising from the assessment process, and putting forward corresponding solutions; examining the annual assessment of various levels and departments. The standard is to supervise the development of its work.

Secondly, we should strengthen publicity work and create a good atmosphere for performance target management assessment. In order to enable all the staff of the school to participate in the assessment work with a positive attitude and full enthusiasm, it is necessary to make it aware of the importance and necessity of the performance goal management assessment from the field of ideological consciousness, so that it can fully realize the responsibility and mission of the performance, only on this basis. We can create an atmosphere of performance management by objectives and work together to promote the smooth implementation of the assessment method.

In order to improve the quality of performance assessment and deepen the depth of performance assessment, a scientific and reasonable information monitoring and feedback mechanism must be established to ensure that the problems in the assessment process can be found and solved in time. In particular, the school can supervise and inspect the performance assessment work of various departments by means of authorizing the performance objectives to supervise the supervision and management of the leadership group. It can also make a timely understanding of the performance assessment work of various departments through the regular work report meeting and the form of the symposium. In addition, the real situation of the performance assessment of various departments should be reflected to the teachers of the school, so that they can have a clear understanding of their work and take measures to correct them in time. In the supervision and evaluation, we must guarantee a fair, fair and open attitude, resolutely avoid the influence of individual factors and strive to reflect the real situation of all departments to the maximum extent. Finally, we should be aware of the importance of simplifying the operating procedures. The arrangement and analysis of daily data should be done in a timely and accurate way, avoiding the scramble and disorder in the process of finishing the year-end performance assessment data.

#### **4. Conclusion**

Based on the practical application of target management in the performance evaluation of higher vocational colleges, this paper analyzes the problems of target management in the performance evaluation of higher vocational colleges, for example, the objective formulation is not scientific, the

design of the index system is not reasonable, the examination subject is not fair, the object is not uniform and so on. Such as the scientific design of performance target management assessment program, clear goals, full participation, to ensure the formation of a perfect organizational form and other higher vocational colleges to implement performance goal management assessment improvement measures, hoping to promote the goal management in the performance evaluation of higher vocational college performance evaluation has a certain reference.

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