

Construction of Competency Model of Student Managers Based on Big Data

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Keywords: Construction, Competency model, Student managers, Big data

Abstract: Student administrators are the link between the school and student management, the specific executor of the party's work in colleges and universities, and an important guide for students to grow into talents. Therefore, the quality of student management personnel is related to the quality of college students and also related to the development of the country. Studying the competency model of student administrators is not only beneficial to the development of student administrators, but also plays a vital role in the development of students. Moreover, studying the competency model of student managers is also conducive to the system construction of human resource management departments in universities and the development of higher education

1. Introduction

Colleges and universities are the cradle of cultivating talents, and student administrators are a very important group in colleges and universities. Student administrators not only have the status of teachers, but are also responsible for students' behavioral norms, academic guidance, employment guidance, career planning, etc.; student administrators also have the status of cadres, accept the leadership of the school's party committee, and their values for students. Both the ideological realm and political ideas have a profound leading role. Therefore, student administrators play a pivotal role in colleges and universities. However, in reality, the status of student administrators is very embarrassing. Although in recent years, the country attaches great importance to the construction of student administrators and has issued a series of documents and standards to regulate the behavior of student administrators. However, because of the comparison of student administrators' work It is special and complex, facing a relatively large group of students, and the difference in family background of students is relatively large, so there are more emergencies. Therefore, student administrators face many challenges in their work. Therefore, it is very necessary to study the competence of student managers.

2. The Social Background of Student Management

The educational environment is more complicated. Today's world is complicated and complicated. Although peace and development are the main theme of the world, terrorism and unilateralism still exist. Our country is in the critical period of reform and opening up. It has both internal development results and pressure. Externally, it has the responsibility of a large country and faces the risk of turbulence in the surrounding environment. In such a social environment, how to teach college students to distinguish right from wrong and to establish a correct outlook on the world, life, and values is also an arduous task. In addition, our country's culture has also been impacted by Western culture. With the development of globalization, Western culture is more likely to enter our country, eroding the psychology of young people. The psychology of curiosity, the psychology of comparison, etc. make young people not know how to take the essence and remove the dross when they come into contact with Western culture. Therefore, how to educate college students to protect our traditional culture and become the inheritors of traditional culture, so that the essence of Western culture can be used for my use is also an arduous task. In addition, the employment environment is more complicated and the pressure of competition is increasing. How to find a satisfactory job in such a fiercely competitive environment, how to improve your own

quality in the school, and build core competitiveness are not only issues that every college student should think about, but also college students. Managers should discuss issues with students. This is not easy for student administrators. Faced with such a complicated environment, if the student administrators still use the same management methods as in the past, they will inevitably fail to achieve the results they should have.

The development of the Internet has not only brought convenience to people, but also has various risks. With the rapid development of big data today, colleges and universities should seize this opportunity, do a good job in the construction of big data, and accelerate the construction of high-tech campuses. But at the same time, it is more important that colleges and universities should pay close attention to the psychological changes of students, especially student administrators who are responsible for students, and they should always have a vigilant mind. The development of the Internet has made all kinds of information available online, making the channels for students to obtain information more convenient and not easy to restrict. If students lack the ability to distinguish and lack the ability to self-control, it is very likely Let the criminals take advantage of it. We cannot stop the progress of science and technology, nor can we hinder the development of the Internet, nor can we guarantee that the content on the Internet is healthy and beneficial to the growth of students. So colleges and universities should start from themselves, strengthen management, and eliminate the adverse effects of the Internet on students from the source. Student administrators and teachers should keep up with the development of the times, learn more, and care more about what students are concerned about. Go into the hearts of students, know what the students think, and also know what can have an impact on the students. This poses a big challenge for student administrators.

Today's college students are mostly "post-95s", more close to "post-00s". This group of students have their own characteristics. They don't like to be restrained, nor do they like paternalistic preaching. They demand more freedom, their thinking is more active, and their behavior has their own rules. Most of the students of this generation are only children. For many students, college life is the first group life for many students. Everyone has their own characteristics. How to quickly integrate into college life and gain more knowledge and skills in college , Is a problem that colleges and universities should take seriously now. Facing this group of students, they can no longer use the past management model, but should be more in line with their psychological characteristics, more in line with their behavioral methods, and achieve the goal of higher education in a way that they can accept. In addition, the large group of students faced by student administrators makes it more difficult for student administrators to work for each student. This requires student administrators to study the strengths and weaknesses of each student, tap the potential of the student, and study the laws of education, so that every student can learn something, and be able to master the skills of Li Ming through university education. Become a useful person in society. The work of student administrators is shouldered, and there is a long way to go.

3. The Concept of Competence

The concept of competency refers to self-concept, motivation, traits, knowledge, skills, attitudes or values, etc. It can distinguish ordinary performers from high-performing employees, and any individual feature that can be measured reliably is the competency A relatively comprehensive statement of. The pace of research on the concept of competence has not stopped yet, and the conceptual research on it that more comprehensively and accurately reflects the characteristics of competence is a pursuit of foreign scholars.

Competency generally has three characteristics: First, it is closely connected with the work performance of employees, and can play a role in predicting the future work performance of employees. Second, it has a close relationship with employees' jobs and will be affected to a certain extent by working conditions, environment, and job characteristics. Third, it can be divided into superior performance and general employees. In terms of competency performance, there is a clear difference between superiors and ordinary employees. Organizations can use competency indicators as a reference when recruiting and evaluating employees. Generally speaking, competency refers to

an inherently stable characteristic or characteristic possessed by an individual, a characteristic that can be used to obtain excellent performance in their respective positions, and to play a certain role in their respective fields. Unique ability. These abilities include knowledge skills, technical cognitive attitude; thinking style, personal awareness, drive and social motivation, etc.

4. The Competency Model

The definition of the competency model is the sum of the competency characteristics of the role that undertakes a particular task, and it is a set of competency characteristics that are integrated according to the requirements of a specific job. The competency model provides a mature model for special roles, levels, organizations, and jobs, reflecting all the main skills, behaviors, and knowledge of “personal success in a special position”. Therefore, it is usually used as a tool in the workplace. If this model is used personally, it will help him distinguish the strengths in the work, it can also help him identify the competencies needed in the work, and it can also help him identify the industries that need improvement. It is helpful for the individual to continue learning. In different human resources fields, the successful competency model as a unified framework can be used, and it can also play its due role. It can also be used in career development, performance management, selection, evaluation and other personnel projects. Its role. In addition to these functions, the competency model is also a powerful tool to promote organizational change.

5. Construction of Competency Model for Student Management Staff

Based on the competency grading dictionary, this paper establishes a competency index system for student managers. The idea is as follows:

The first step: describe the 18 general qualities of the competency grading dictionary with characteristics that are in line with the work of student managers.

Step 2: Conduct a questionnaire survey on outstanding student administrators, and ask the student administrators to select 9 out of 18 competency characteristics that are most suitable for their job, and write down other characteristics that he/she thinks are important in their work . So as to establish the competence characteristics of student management personnel.

Step 3: Conduct a questionnaire survey on the student management staff and analyze the data. Evaluate the 10 competency characteristics of the previous step.

Step 4: Conduct a questionnaire survey on students. Students are most familiar with the work of student administrators and have the most say. Through student questionnaires, 10 competency characteristics are evaluated. The 18 general qualities of the competency grading dictionary are described as follows:

Achievement-oriented: Strive to achieve difficult goals, know that work is risky, but can never move forward for one's own goals; Deductive thinking: have the ability to break down problems in work, and can break down big goals into small goals one by one to complete; Inductive thinking: Ability to use analogical thinking, and the ability to integrate similar tasks and problems; Service spirit: able to be responsible for students with a long-term perspective, be able to devote themselves to work with a service mindset, and be able to maintain communication with students at any time; Cultivate talents: understand the needs of students, fully tap the potential of students according to different types of students, and give positive guidance, and give full consideration to the future development of students; Monitoring ability: able to use one's own authority to make students obey; Flexibility: be able to take different measures in different environments and events for different students to achieve their set goals; Influence ability: convince students and agree to support themselves; Collect information: like to ask questions, and like to obtain information through their own surveys; Proactive: Forward-looking, able to have a certain pre-judgment of possible situations, such as pre-judging the psychological state of students, future development, etc.; Honesty and integrity: consistent words and deeds, can be honest with leaders and students; Interpersonal comprehension ability: Have a desire to understand others, and have a deeper grasp of the ideas expressed and unexpressed by students; Organizational awareness: high organizational commitment,

more recognition of the school's organizational structure; Dedicated to the spirit of organization: able to sacrifice personal interests for the interests of the organization; Relationship establishment: able to establish a harmonious relationship with students; Self-confidence: Have confidence in one's own abilities and be able to do things autonomously; Leadership: able to ensure work efficiency through effective arrangements; Cooperation spirit: willing to cooperate with others, sincerely ask for help and encourage others.

Based on the competency grading dictionary, combined with the specific work of the student management staff, set up the competency indicators of the student management staff. After the competency indicators are established, the questionnaire is used to screen and add the competency of student managers.

From five colleges and universities at different levels, 90 student administrators who have been awarded the title of "Excellent Student Management Staff" were selected, and questionnaires were issued to them, and they were asked to select 9 from the 18 qualifications in the competency grading dictionary. Select the competency that best suits the position of student management staff. And ask the student administrator to list other qualities that he thinks can do a good job. The questionnaire was sorted out, and the 10 traits most suitable for outstanding student management personnel were sorted out. 90 questionnaires were distributed to outstanding student management personnel, 84 were returned, and 84 valid questionnaires were collected. Sort the data as shown in the table:

According to the data, those with a frequency of more than 60 are: flexibility, interpersonal understanding ability, influence ability, talent cultivation, initiative, inductive thinking, service spirit, information gathering, and leadership ability. In addition, in the questionnaire, the most frequently cited quality of the student management staff is network ideological and political or the ability to use the Internet to do work. The expressions are different, and we uniformly describe it as network ideological and political. From this, we can initially construct the competency model of student managers as:

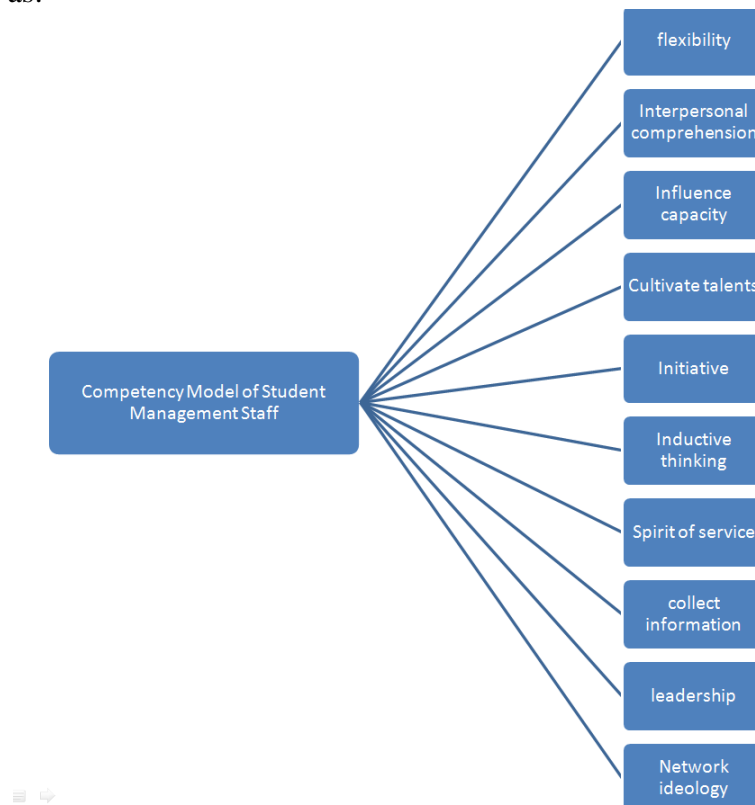


Fig.1 Competency Model of Student Management Staff

6. Conclusion

College student administrators play an important role in higher education, and the quality of

student administrators determines the quality of college graduates to a certain extent. An excellent student administrator has a profound impact on students. This impact is not only reflected in the performance of students in the school, but more importantly, it will affect the future development of students. Based on the research of a large number of documents and the competency grading dictionary, this paper conducts a research on the construction of the competency model of college student managers through a questionnaire survey of student managers and students, and puts forward flexibility, interpersonal comprehension ability, 10 competency factors for student managers, such as influencing ability, cultivating talents, initiative, inductive thinking, service spirit, information collection, leadership, network ideology, etc., construct a competency model for student managers.

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