

Construction of Part-time Assessment and Evaluation System for School-enterprise Personnel

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Abstract: When it comes to part-time jobs for school-enterprise personnel, the most common is the part-time job of counselors. Since their establishment, part-time counselors have become an integral part of students' academic and political careers come bigger. However, not enough attention is paid, especially when part-time counselors lack professional knowledge and a complete job evaluation system. The main purpose of this paper is to study the part-time evaluation system of school-enterprise personnel, and to put forward suggestions for its establishment. Combined with experience, explore and evaluate the current situation of part-time jobs in colleges and universities, and improve the performance appraisal system for part-time counselors. Experiments show that for the first-level weight setting, the performance of duties accounts for 36%, which occupies a considerable part of the weight in the assessment and evaluation.

1. Introduction

When it comes to school-enterprise part-time jobs, there have been relevant regulations long ago: "Colleges and universities shall scientifically allocate counselors and class teachers in proportion to their actual needs [1, 2]." At present, there are mainly full-time counselors and part-time counselors, especially It is very common in various colleges and universities for graduate students to serve as undergraduate counselors. Compared with full-time counselors, part-time counselors have long since become an integral part of student work due to their physical qualities, interpersonal skills, and creative abilities. However, there are still many challenges for part-time counselors to overcome from now on.

Research on assessment and evaluation, no matter what field it is in, has always been the focus and needs to be continuously improved. Maclochlainn J divides performance appraisal into two categories: appraisal for the purpose of performance improvement and appraisal for the purpose of compensation management [3]. Mahapoonyanont N pointed out that personal performance is one of the determinants of organizational success, and proposed two uses of administrative use and

employee potential development [4]. It can be seen from this that it is of great significance for the research on the construction of the part-time assessment system for school-enterprise personnel.

The main purpose of this paper is to conduct research on the construction of part-time assessment and evaluation system for school-enterprise personnel. It expounds the theory of assessment, sorts out the research experience in performance assessment, introduces research methods and ideas, analyzes the characteristics of work and the status quo of performance assessment, combines cases, summarizes the causes of problems, designs feasible plans, and puts forward countermeasures and suggestions. Based on reality, the current work starts from the research on the role of part-time counselors, and gradually expands to the depth, exploring possible ways to play a role in student work, and maximize its role.

2. Design and Research on the Construction of Part-time Assessment and Evaluation System for School-enterprise Personnel

2.1. Design Principles of Part-time Assessment System

(1) SCIENCE. When designing a performance appraisal system, we must be guided by scientific theories, try our best to be rigorous and rational in basic concepts and knowledge structure, understand problems, and hit the nail on the head. In addition, no matter what research method is obtained and what mathematical model is established, it must be able to objectively describe the facts and understand its subject, object and representative content [5, 6].

(2) System. The design of the rating indicator must specify the reference quantity against which the object's rating is measured. And is relative and self-limiting. Horizontally linked relationships represent relative constraints between different groups; tags with vertical links, without exception, represent relationships between different levels. At the same time, there should be clear boundaries between peer indicators to reflect their systemic nature.

(3) Universally comparable. Global comparison means that when designing a performance appraisal system, the indicators and parameters used must always be on both sides and be expanded and used to calculate the relative value of the reference value or relative value of each indicator. If you want to compare different objects, you must first analyze the common elements, design a scoring system according to the correlation between objects, and then adjust the dimensions according to the actual situation, write the conditions of each object to adjust the index system, and conduct a more in-depth comparison.

(4) Practical. The practicality principle emphasizes practicality and efficiency. When defining performance indicators, the selected content should be objective and clean, the indicators should be simple, and the methods should be simple, so as to facilitate the collection of data and the accurate processing of data. Standardize operation and fine-tune the scale of assessment.

2.2. Methods of Establishing Performance Appraisal Index System

Here are some commonly used methods for establishing performance appraisal index systems:

2.2.1. Questionnaire Survey Method

According to the target requirements, the questionnaire is designed, distributed and filled, and the opinions of different people are collected and solicited [7, 8]. Design specifications: First, the theme is clear and the key points are prominent, and the respondents are easy to grasp the direction;

second, there are easy-to-understand answers and requirements, so that it can be applied to people of different cultural levels; third, it is simple and clear, less but more precise. Control the number of questions and the difficulty of the questions in the questionnaire, and minimize the time for respondents to answer the questions as much as possible. Too cumbersome question setting will often degrade the quality of the survey. The general steps of the questionnaire survey method are as follows: first, according to the target requirements of the assessment and the specific situation of the assessment object, clarify the survey indicators. The second is to define indicators and clarify relevant content. At the same time, determine the form, object and scope of the questionnaire. Next, the questionnaire was prepared according to the standard. After completion, the questionnaires were distributed to the respondents to ensure the recovery rate as much as possible. Finally, statistical integration and analysis. According to the specific circumstances of the recovered questionnaires, scientific analysis results.

2.2.2. Heidegger Analysis

Heidegger's job analysis method is a commonly used method in the work environment. Focus on identifying the relative importance of different working groups to the achievement of organizational goals. There are some drawbacks in the traditional work method report. It is difficult to directly compare the method classification work, method comparison, etc. The evaluation results are general, and there is no information and quantity. The Heidegger analysis method can compare the relative value of different functions in different functional areas. It is an evaluation method used to determine the value and importance of each position and calculate each position. It can sort and compare multiple jobs of different natures.

Heidegger analysis has three elements: knowledge level and skill level; problem-solving ability; job responsibilities. The former refers to the sum of the specialized business knowledge and relevant business skills required to achieve an acceptable level of performance. Problem solving refers to the requirements of problem solving, problem analysis and diagnosis, measurement, weighting and evaluation, and decision-making in work. Responsibility for a position refers not to the tasks to be performed or the sequence of positions, but to the possible consequences of the end result of the group's activities that hold the position.

The general steps of Heidegger analysis are: analyze the three elements of each position, select the corresponding number from the reference table, and calculate the score according to the formula [9, 10].

The importance of positions can be scored and ranked by Heidegger analysis, which can be used as a reference for formulating performance appraisal indicators.

2.2.3. Individual Employee Interview Method

Gather data through work conversations, and since it's a face-to-face conversation, when the other person's answer isn't clear, you can keep asking questions until the problem is resolved. Helps to verify the vague content of the questionnaire. Thanks to verbal and face-to-face communication, some information that is otherwise unavailable can be explored through flexible questioning. Follow the questionnaire to understand the questions to avoid in the topic. Changes or substitutions may occur if the other party acts uncooperatively. The interview method also provides an opportunity for structured employees to better understand performance analysis, making it easier for them to obtain the results of job analysis. The interview method is suitable for people who have difficulty understanding text.

2.2.4. Brainstorming

Brainstorming is a method of organizing group decisions. It is necessary to invite professionals in leadership, management or technology to form an expert group, preferably with people from different professions or positions. The group size is suitable for people, and the meeting time is best in the minute. Participants communicated and talked with each other to improve efficiency; focused discussions, brainstormed, and recorded content completely; advocated mutual communication and independent thinking.

2.2.5. Typical Analysis Method

Through the specific study of the work status or the functional characteristics of typical characters, the performance appraisal indicators are formulated. The general steps are as follows: first, the purpose of the evaluation and the evaluation object should be explained, and then the standard model should be selected according to the object and characteristics, and the appropriate method should be selected for a comprehensive and thorough analysis. The key is to find the most important mark in it.

After the index system of performance appraisal is determined, scientific and rational quantitative design of the weights should be carried out according to the objective situation of the appraisal objects, appraisal purposes and other differences, because the weights will directly affect the appraisal results. Weight is a relative concept, and its purpose is to distinguish the severity of different indicators. In the index system of performance appraisal, weight is an essential part. The same indicator has different influences on different objects [11, 12].

2.3. Algorithm Research on the Construction of Part-time Assessment and Evaluation System for School-enterprise Personnel

2.3.1. The model of Fairness Theory

It mainly includes horizontal comparison and vertical comparison. The specific formula is as follows:

$$\begin{aligned} \frac{Q_p}{l_p} &= \frac{Q_o}{l_o} \\ \frac{Q_p}{l_p} &= \frac{Q_h}{l_h} \end{aligned} \tag{1}$$

Among them, Q_p represents the feeling of getting reward, l_p represents the feeling of giving, Q_o represents the feeling of getting rewarded by others, l_o represents the feeling of paying for others; Q_h represents the feeling of getting reward in the past, and l_h represents the feeling of giving in the past.

2.3.2. Calculation of Weights and Indicators

If I set a certain weight for the index, the evaluation score of the index in the stage can be calculated in time. The following is the specific formula of the first-level indicator score and the total performance score of each stage:

$$\theta = \sum_i^n K_i P_i$$

$$\Omega = \sum_i^n \lambda_i \theta_i$$
(2)

Among them, K_i represents the weight corresponding to the i th secondary indicator, P_i represents the corresponding score; λ_i represents the weight of the i th primary indicator, and θ_i represents the performance score corresponding to the i th primary indicator.

3. Experimental Research on the Construction of Part-time Assessment and Evaluation System for School-enterprise Personnel

3.1. Indicators of Performance Appraisal

Among the existing performance evaluation indicators, the first-level indicators have four parts, namely, the effect of leading the class; the performance of duties; student public opinion polls; and the counselor's work report.

(1) The effect of taking classes. The assessment is based on the specific circumstances of the class. 30% of the total assessment score,

(2) The performance of duties. I self-assess and fill out the quantitative assessment form, which accounts for 30% of the total score.

(3) POLL. It is 20% of the total assessment score. Through the students, according to the counselor's daily performance, fill in the satisfaction level for the counselor: satisfied, basically satisfied and dissatisfied. Calculate the result according to the formula: satisfaction rate = (satisfaction + basic satisfaction) ÷ total number of students × 100%.

(4) Work report. It also accounts for 20% of the total assessment score. Based on daily performance, actual work, performance of duties, class assessment, public opinion polls, self-assessment, etc., as well as job debriefing reports, comprehensive scoring is carried out, and preliminary opinions are put forward.

As mentioned above, it can be concluded that the final score formula of the counselor is: total score of performance assessment = average score of class assessment × 30% + performance of duties score × 30% + satisfaction rate of public opinion × 100 × 20% + work report score × 20% + Bonus points. Among them, the bonus points include: the first author's core journal papers; the individual or the class or the student team instructed in the school year has won national or provincial awards or has made outstanding contributions and has been commended by relevant government departments; presided over Complete school-level and above, ideological and political-related topics; obtain a nationally recognized vocational qualification certificate related to ideological and political work; actively undertake student work and achieve outstanding results. However, the total score of each award shall not exceed 10 points.

3.2. Understanding of the Performance Appraisal of College Counselors

In summary, we can have a clearer understanding of the performance appraisal of college counselors:

(1) The performance evaluation of college counselors starts from the school management goals, assesses the completion of the counselors' tasks and responsibilities and their own development, and

combines training plans and management decisions to improve the management level of the counselors and the overall quality of the team.

(2) The performance appraisal system of college counselors is an important part of human resource management in colleges and universities. It is necessary to adhere to basic principles, scientific and standardized standard procedures, comprehensive and unified systems, and fully consider error factors, so as to achieve the goal of assessment.

(3) The performance appraisal of college counselors is an objective and fair evaluation of their work ability, work attitude and work results. It is instructive both for the counselor themselves and their managers.

3.3. Design Index Weight Method

At present, there are many methods for designing index weights, such as Analytic Hierarchy Process (AHP) and Delphi method.

3.3.1. Delphi Method

The Delphi method, also known as the expert consultation method, invites experts in related fields to give opinions or suggestions on the question, and then collects, organizes and summarizes the answers in depth. It is then anonymously returned to the expert for further definition. The results will be repeated over several rounds, and as long as the ideas remain focused and consistent, they are very reliable. The specific steps of the Delphi method are as follows:

(1) Determine the coordinator. The coordinator is mainly responsible for determining consultation topics, selecting experts, issuing consultation questionnaires, compiling, summarizing and distributing consultation results, reviewing consultation results, conducting follow-up consultations or writing suggestions.

(2) The coordinator needs to precisely design the opinion questionnaire and communicate by letter or telephone. After receiving the responses, the coordinator needs to sort out statistics and summarize, and incorporate the results into the next round of surveys.

(3) Repeat the second step for many times until the results are considered to be relatively concentrated and meet the requirements of a certain concentration coefficient.

3.3.2. The Delphi Method Covers a Wide Area, Can Directly Guide Thinking, and Can Also Provide a Prediction Method to the System. But it has Some Limitations

(1) The results are subject to subjective perceptions;

(2) The limitations of expert thinking will affect the final effect;

(3) The technology is not mature enough. The design of the consultation questionnaire is difficult to control, and there is no specific standard to consolidate the definition given by the measurement experts.

3.3.3. Analytic Hierarchy Process

The AHP method decomposes decision-related elements into different levels for qualitative and quantitative analysis. The weight of assessment indicators can be more accurately determined, which has the following advantages:

(1) Systematic. The analysis process takes the research object as a system, decomposes, compares, and then makes comprehensive decisions. The purpose of this scheme is not to reduce

the influence of each factor on the results. The weight correction of each layer in the AHP will directly or indirectly affect the influence and size of each factor on each stage in the results.

(2) Simple and practical. This approach combines qualitative and quantitative, mathematicalizing and systematizing human thought processes, and breaking down complex problems so that people can easily overcome them. Even a person with a balanced education can understand the basic principles of AHP and the basic steps to manage it. The calculations are always simple and the results obtained are straightforward and easy to understand and understand for decision makers.

(3) Fewer quantitative data are required. The analysis process emphasizes power analysis and judgment more than the general method. It's a way of mimicking a person's thinking during a decision-making process. It converts the steps of the relative importance of each part into simple weights, which in turn handles problems that traditional techniques cannot.

3.3.4. The General Steps of AHP are as Follows

(1) Create a layered template. Each factor in the original system is decomposed into several stages from top to bottom: target layer, index layer, object layer, etc. If the index level is too high, break it down further.

(2) Construct the judgment matrix. According to the hierarchical model, build layer by layer from top to bottom. Starting from the second layer, according to the coefficients of the previous layer, using the chaining method and the comparator size, a comparison table of the factors of the same layer is constructed.

(3) Calculate the weights. Calculate the maximum eigenvalue of the corresponding judgment table and eigenvector, and use each part of the eigenvector to represent the priority weight of the reference index of this layer relative to the index of the previous layer.

(4) Evaluate consistency. The control measures are to first calculate the consistency index, measure the total consistency index, calculate the odds ratio, and use the consistency ratio to check the consistency of the judgment table. If the judgment matrix does not meet the criteria, then modify it.

4. Experimental Analysis on the Construction of Part-time Assessment and Evaluation System for School-enterprise Personnel

4.1. Weights of Primary Indicators

Referring to the original assessment index system and synthesizing the opinions of the expert group, the weights for the first-level indicators are set as shown in Table 1 below:

Table 1: First-level indicator weight

First-level indicators	weights
Duty performance	0.36
student assessment	0.22
peer evaluation	0.2
assessment team assessment	0.22

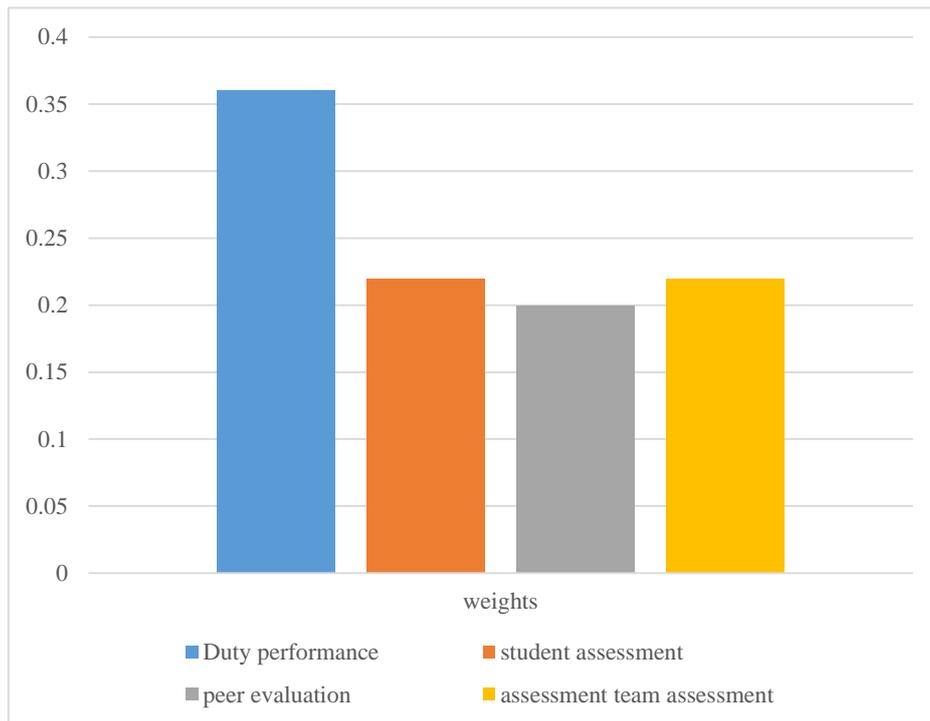


Figure 1: First-level indicator weight

As can be seen from Figure 1, for the first-level weight setting, responsibility performance accounts for 36%, student evaluations account for 22%, peer evaluations account for 20%, and evaluation team evaluations account for 22%. It occupies a considerable part of the weight, so equally, when the part-time assessment of school-enterprise personnel is conducted, the ability needs to be strengthened.

4.2. Initial Judgment Matrix M and Initial Weight W

In this paper, the AHP is used to determine the weights of the second-level indicators and the third-level indicators. For the five second-level indicators, the initial judgment matrix M and the initial weight W are given, as shown in Table 2 below.

Table 2: Initial judgment matrix M and initial weight W

	Morality	Ability	Diligence	Achievement	Honesty	Weight
Morality	1	1/4	2	1/7	3	0.11
Ability	4	1	5	1/4	4	0.25
Diligence	1/3	1/5	1	1/6	2	0.07
Achievement	7	4	6	1	5	0.51
Honesty	1/3	1/4	1/2	1/5	1	0.06
Total	12.83	5.7	14.5	1.76	15	1.00

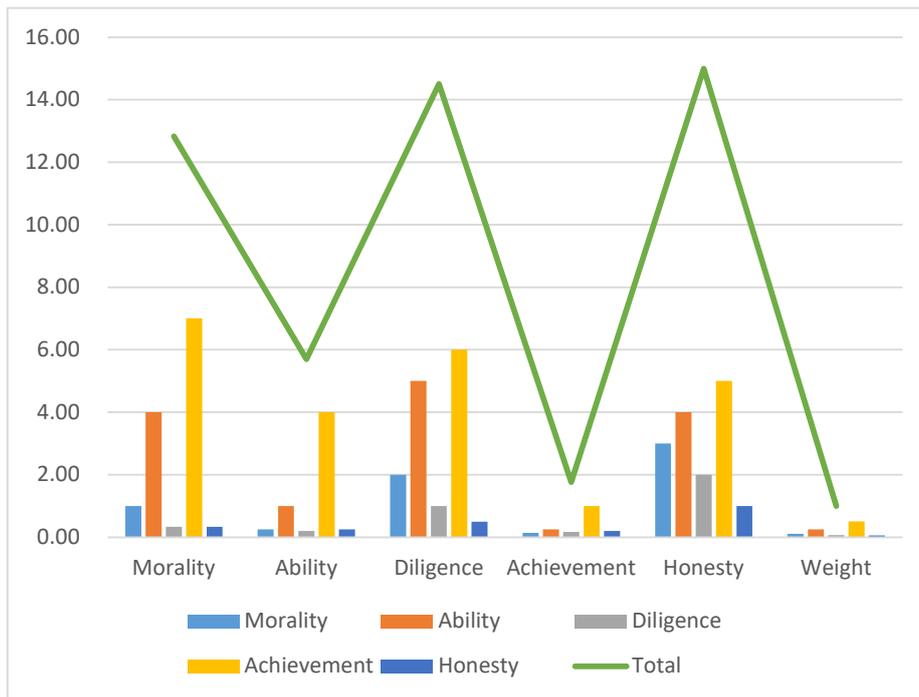


Figure 2: Initial judgment matrix M and initial weight W

Specifically, as shown in Figure 2, in the initial judgment matrix and initial weight, the moral weight of part-time assessors is 11%, the ability weight is 25%, the diligence weight is 7%, the achievement weight is 51%, and the honesty weight is 6%. It can be seen that in the assessment and evaluation, the diligence and honesty of the assessed personnel are relatively small, and the work achievements of the assessing personnel are emphasized, followed by the work ability.

5. Conclusions

The ideological and political work of students has always been a necessary link to ensure the healthy growth and all-round development of students. With the progress of the times, the scale of enrollment in colleges and universities across the country has expanded, and the team of part-time counselors has also grown stronger and stronger. Inaccessible components of work. Based on the actual work experience, this paper deeply investigates the current situation of the work, expounds the deep understanding of the part-time role, and makes an in-depth study on the performance appraisal system of the part-time counselor based on the actual situation. On the one hand, the original performance appraisal system ignores the difference of specialization and part-time, on the other hand, there are many defects in the existing performance appraisal system, which is also discussed in detail in this paper. To raise questions and improve them, this paper also redesigns the performance appraisal system of part-time counselors based on practice and scientific research methods. However, the designed new system can only be more perfect and sounder only by going through a long-term test through practice.

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