
Discussion on differentiated training management for team job adaptation

Chaoxian Yu

Guangdong Industry Polytechnic

Abstract:This article analyzes the differentiated training needs of team employees in power enterprises, and proposes effective methods for training plan management and training process management based on actual situations.

Keywords:Differentiated training management methods

1.Differentiated Training Needs Management: A Comprehensive Analysis from Multiple Perspectives

In the differentiated training of job suitability for class (group) employees, relying solely on the training needs module proposed by employees themselves cannot truly reflect their training needs (some employees may apply arbitrarily), resulting in less targeted training behavior and unsatisfactory results. Therefore, it is necessary to analyze and study the differences in employee job skills from multiple perspectives, and comprehensively determine the actual training needs of employees.

The differentiated training needs for employees include three aspects: personal job requirements, job requirements, and organizational requirements. The specific methods for confirming the differentiated training needs of employees in the class (group) are as follows: Firstly, the class (group) leader organizes employees to compare the training content in the ability analysis breakdown table of the State Grid Corporation of China's Vocational Training Standards for Skilled Personnel, and requires them to self analyze the differences in training, propose personal training needs, select and fill in training content modules, and provide reference for the class (group) to review and confirm employee training needs; The second is for the class (group) leader to organize employees to participate in job knowledge or skill exams, analyze and research, understand the differences in their knowledge or skill training, and confirm job training needs; The third is that the class (group) leader based on the cultural level of the employees and the daily observations of the job positions

Compare and analyze the differences in job skills training based on work attitude, performance, and performance, and confirm the training needs for the job; Fourthly, the class (group) analyzes the knowledge or skill training modules that employees at each level of the position (trainees, junior workers, intermediate workers, senior workers, technicians, etc.) should master, and confirms the training needs for job skill levels; Fifth, in accordance with the requirements of class (group) construction, analyze the career development plan of employees and confirm the training needs of the job development vision; Sixth, the class (group) implements the new regulations or requirements of the superior unit for the job position, confirms the training needs required by the organization, and so on. The class (group) conducts comprehensive data analysis, balance, and integration based on various information and materials collected on employee training needs, and reasonably determines the short-term, medium, and long-term training needs of employees. This lays a good foundation for the development of targeted and differentiated training plans, making training design and behavioral decision-making more scientific.

2.Differentiated training plan management: project implementation contract style management

On the basis of determining the training needs of employees, the class (group) formulates a targeted training plan based on the actual situation, incorporates specific training projects into monthly employee performance management, signs performance contracts, and implements planned implementation contract style management.

2.1Develop training plans

There are differences in the demand modules (knowledge or skill points) of training content for class (group) employees. It is necessary to classify and integrate personnel of the same category in the training demand modules of the training objects, and reasonably arrange differentiated training tasks for employees in different months of the year (annual plan). The annual training plan for the class (group) is detailed to individuals, and based on training abilities, external training programs, team training programs, and employee self-learning content are determined. The class (group) formulates a monthly training implementation plan (planned on a per day and per person basis) based on the monthly arrangement content and personnel in the annual plan for differentiated training for employees

2.3Signing performance contracts

In order to mobilize the enthusiasm of employees for training and promote the implementation of differentiated training plan management for suitable positions, the team has incorporated monthly differentiated training tasks into performance management and implemented a "contract style" management of training performance. When the team leader signs a monthly performance contract with the team members, the differentiated monthly training tasks for employees will be included in the performance contract, and the assessment weight of training project tasks accounting for 10% of the employee's monthly personal performance will be clearly defined. During the process of fulfilling monthly performance contracts (including training performance), employees naturally shift their training concepts from "I want to learn" to "I want to learn", enhancing their proactive awareness of conscious training.

3.Differentiated Training Process Management: Identifying Effective Methods

There are individual and common differences among class (group) employees regarding job knowledge, skills, and the new requirements of higher-level units for job operations. In the process of implementing the training plan, it is necessary to combine the actual situation of employees, choose appropriate training methods from numerous training methods, carry out targeted training activities, and improve the quality of training.

3.1Personality difference training - teacher led apprentice style

Targeting personalized training for employees: In order to avoid the centralized teaching method of "one person getting sick, everyone taking medicine", the class (group) should adopt a mentorship style training with apprentices. Specific measures: Firstly, when implementing the monthly employee training plan, the class (group) shall organize the signing of a "master apprentice assistance contract" and include it in the monthly performance management assessment; Secondly, during the process of fulfilling the "Master Apprentice Assistance Contract" for training, both teachers and apprentices adopt a one-on-one, peer-to-peer, flexible approach to conducting small classroom (micro classroom) training in the office or work site at any time and anywhere. This method not only solves the contradiction between engineering and learning, but also promotes the effective implementation of the concept of differentiated training for suitable

positions.

3.2 Common differences training - centralized teaching

Common and differentiated training for employees: Firstly, based on the new rules, standards, regulations, system applications, policies, and high-quality service requirements of the superior unit for the professional team, it is necessary to implement them to all employees. Class (group) leaders or part-time trainers can adopt a centralized teaching training method to ensure that everyone knows and masters it; The second is to address the difficulties and doubts in professional knowledge. If the majority of employees in the class (group) have not mastered it, the class (group) leader will organize centralized teaching for employees and part-time trainers according to the training plan arrangement, in order to

Employees answer questions, clarify doubts, and solve difficulties; The third is the standardized requirements for high-quality service skills. If the majority of employees in the class (group) have not yet formed good professional habits, the class (group) leader will organize employees and trainers (part-time or external trainers) to conduct demonstration teaching and centralized training according to the training plan, and standardize service behavior; The fourth is to handle cases of difficult problems and complaints from customers. The class (group) leader organizes all staff to participate in discussions and invites experienced employees to introduce successful handling methods and techniques through centralized teaching, allowing everyone to share.

In short, implementing differentiated training for employees, standardizing management, and determining appropriate training methods are effective ways to improve the effectiveness and quality of employee training.

Reference:

[1]Zheng Tingjin Education Management Ethics: A New Research Field [J] Journal of East China Normal University (Academic Science Edition), 2005 (3)

[2]Zhou Zhiwen On School Management Ethics Nanjing Normal University, 2005 (4)

On the Ethical Management of Schools

Yang Yong

Hunan Railway Vocational and Technical College

Abstract: The school management ethics, is basic hope of an administration behaviour of the administrators of school at all levels of modern society. The core is school administrators have to be ethical leadership—— the foundation of leader's authority, it will strengthen the construction of school management ethics, and solve a great deal of ethics problems in the management practice of the school at present. In order to realize the school management ethics, the school administrators must set to work on the basis of "what is good (moral duty)" and "what is effective (management duty)", establish the management idea of people first, thus realize the harmonious, lasting, healthy development of the school with virtue.

Keyword: management;ethics;the school management ethics;moral;ethical leadership

1.Ethical school management is a necessity in modern society

The current social problems, big or small, are all due to ethical collapse, education reform, quality, and management failures, namely ethical crisis and management crisis. Therefore, any social problem can be understood and understood from the perspective of management and ethics. Now, we are facing a problem of strengthening professional management while weakening general management in terms of management; Strengthening general ethics while weakening professional ethics in terms of ethics.

The so-called general management refers to the general norms and standards that are common in any industry. The so-called professional management refers to the development of each industry group from professional organizations, with specific goals and professional management, such as education management and enterprise management.

The so-called general ethics refers to traditional ethics. The so-called professional ethics refer to the school management ethics similar to that of school administrators (whether educational administrators and teachers are responsible to themselves or society, whether they build a virtuous school, etc.), the corporate ethics of entrepreneurs, the ethics of doctors or lawyers, judges, administrators, etc.

There are many ethical issues in current school management practices: the values of the school as a professional learning community are lost; The goals, organizational structure, management methods, and systems of school education and management overly emphasize the material based management approach, while neglecting the people-oriented management approach; The widespread occurrence of moral misconduct among school administrators and educators.

Ethics is internal management, self-management is ethics, and ethics is about individual management; Management is an external ethics, a common principle and universal norm that everyone must follow. Management is the external manifestation of mass ethics.

Ethics and management are complementary but cannot be confused. Ethics cannot represent management, nor can management replace ethics.

For ethical issues in school management, issues that cannot be solved by management are resolved through ethical means. Issues that cannot be solved by ethical means are resolved through management. When management and ethics cannot be resolved separately, they are combined to solve them.

2.Ethical school management requires managers to become "moral leaders"