Research on the Reconstructing of Organization Structure of Management Subject in Colleges and Universities under the Background of New Liberal Arts Construction

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Abstract

In the era of "great science ", the" Declaration on the Construction of New Arts "advocates that the goal of cultivating new liberal arts professionals should be to realize the transformation of single skill to compound type, professional quality to cross and comprehensive quality type. Therefore, the training goal of management discipline in colleges and universities should be changed from specialized talents to compound talents who know both new frontier technology and management. According to the adjustment of training goal, this paper puts forward that the teaching organization structure should be adjusted accordingly. This paper holds that the teaching of ideological and political curriculum group, humanities curriculum group, digital technology curriculum group and management professional subject group can still maintain the existing weak matrix organizational structure, while the cross curriculum group can adopt strong matrix teaching organizational structure to meet the needs of the current national construction for complex talents.

Keywords

New Liberal Arts Construction; Organizational Structure; Management Discipline.

1. Introduction

In the face of the key stage of the construction of "digital China" to the depth of development, the Ministry of Education's working group on the construction of new liberal arts issued a "declaration on the construction of new liberal arts" in November 2020. As the management discipline of colleges and universities, it bears the great social responsibility of cultivating management talents for the construction of "digital China ", serves the digital transformation of small and medium-sized enterprises, and occupies the niche of talent output in the digital ecological environment. Therefore, in order to serve the digital transformation of enterprises and support the high quality development of social economy, the organizational structure of management subject teaching can be adjusted and reconstructed. In order to effectively fulfill the historical mission.

2. Objectives and Organizational Structure of Management Disciplines

At present, the basic teaching organization of management subjects in colleges and universities in China is to use the teaching teachers of colleges and departments to carry out professional course teaching, and the basic teaching department provides the organization of general course teaching. This teaching organization depends on the training of specialized talents. In the era of "big science "," New Arts Construction Manifesto" advocates that the goal of training new liberal arts professionals should be to realize the transformation of single skill to compound type, professional quality to cross and comprehensive quality type. Therefore, the training goal of

professional talents in management disciplines should first strengthen ideological and political education and train talents with firm political stand and excellent ideological quality to meet the needs of the development of the new era. Secondly, strengthen humanistic spirit education and cultivate talents who pay attention to human value and enrich spiritual culture. Thirdly, we should strengthen the education of digital technology and other frontier technologies to meet the urgent needs of the vast number of small and medium-sized enterprises who know both the application of frontier technology and the management of complex talents. Finally, strengthen the education of professional knowledge, cultivate the law of market economy, good at management of the complex talent.

In order to optimize the curriculum system and enrich the teaching content, we need to build the ideological and political curriculum group, the humanities curriculum group, the digital technology and so on. The teachers of management discipline need not only the teachers of management specialty curriculum, but also the teachers of ideological and political courses from the relevant colleges of Marxism and the departments of party and government science and technology, the humanities course teachers from the humanities related colleges, and the frontier technical basic course teachers from the technical experts of science and technology related colleges or outside school. However, under the current management discipline organization structure, the compound teachers of the ideological and political and management cross curriculum group, the humanities and management cross curriculum group, the frontier technology and the management cross curriculum group generally have the insufficiency, has greatly affected the compound talent training goal realization. Therefore, it is urgent to adjust the discipline organization structure as soon as possible to meet the training goal of applied compound talents.

3. Basis of Organization Structure Reconstruction of Management Subject in the Context of New Liberal Arts Construction

When reconstructing the organizational structure of different colleges and universities in China, it is necessary to determine the comprehensive balance of organizational structure complexity, function complexity and information complexity.

3.1. Structural Complexity

In the reconstruction of teaching organization structure, it is necessary to base on the organization scale and complexity of the university itself. Organizational structure complexity is a comprehensive evaluation of management level (vertical), management width (horizontal), and relationship level (space) in terms of management level. Among them, the management level refers to the management position level set up on the organizational authority level chain. Obviously, it is positively related to complexity. Management width refers to the number of direct subordinates. When the organization scale is certain, the management level is inversely related to the management width. The level of interdepartmental relations is determined by the administrative level of the department. The relationship level includes the following seven types: direct superior relationship, direct subordinate relationship, side superior relationship, side subordinate relationship, higher peer status relationship, lower peer status relationship and peer relationship.

3.2. Functional Complexity

In the reconstruction of teaching organization structure, the complexity of organization function of colleges and universities should be considered. The complexity of organizational function is a comprehensive evaluation from the degree of functional connection (horizontal), the degree of functional aggregation (vertical), coordination and limitation (space) of the comprehensive evaluation. Among them, the degree of functional connection represents the

internal logical relationship between departments, which is measured by the length of causality chain between vertical departments. Function aggregation refers to the number of departmental management functions, reflecting the degree of interaction between functions. Management functions include planning, organizing, controlling, motivating, leading and coordinating. The more functions of a department, to some extent, the lower the degree of aggregation of functions of the department. Coordination and restriction refers to the limited capacity of the department, the number of management functions at the same level can not be unlimited.

3.3. Information Complexity

In the reconstruction of teaching organization structure, the information complexity of colleges and universities should be considered. Organizational information complexity is a comprehensive evaluation from information feedback (horizontal), type of communication (vertical), and length (space) of information channels. Among them, information feedback refers to the dissemination of information, the results sent back. Good information feedback mechanism is helpful to reduce complexity and improve management efficiency. Communication type refers to organizational information dissemination, common types are chain type, Y type and star type. Information channel refers to the organizational way through which information is transmitted from superior department to subordinate department. Too large or complex organizations reduce the accuracy and timeliness of information transmission.

4. Type of Matrix Teaching Organization of Management Subject

Learning from the organizational structure of enterprises, the teaching organizational structure of management subjects in colleges and universities in China is mainly matrix structure, and can be divided into three categories: weak matrix organizational structure, balanced matrix organizational structure and strong matrix organizational structure.

(1) Weak matrix structure

In the weak matrix organizational structure, the school educational administration department, as the coordinator, is responsible for the coordination between the teaching departments, which can improve the management efficiency to a certain extent and help to improve the professional level of the teaching teachers. However, when the training goal is changed from training specialized talents to cultivating applied compound talents, the teachers who face the examination of their colleges and departments pay more attention to the improvement of their professional knowledge and ability, and lack the motive force to improve the level of interdisciplinary and cross-professional knowledge. Therefore, this kind of weak matrix teaching organization structure is difficult to adapt to the new training goal, which hinders the training of interdisciplinary and cross-professional compound teachers, and is not conducive to the cultivation of applied compound talents.

(2) Balanced matrix structure

In order to overcome the shortcomings of the above weak matrix structure, a cross course leader is appointed in the weak matrix structure to be responsible for the teaching management of the cross course. In the course of teaching, also report to the course leader. Give the course leader certain power to make a certain range of decisions. In this organizational structure, due to the emergence of cross-course leaders, responsible for cross-course teaching management. This kind of organization structure is called the teaching organization structure of equilibrium matrix. In this organizational structure, the sense of mission and responsibility of cross-course leaders and the strength of coordination ability directly affect the realization of training goals. In addition, this organizational structure violates the principle of command singularity. Each cross-curriculum teacher has at least two managers, that is, the manager of the department and

the person in charge of the cross-curriculum. When there is a difference between the two, the teacher will feel in a dilemma. Therefore, although this balanced matrix teaching organization structure is helpful for teachers to improve interdisciplinary and cross-professional knowledge, it requires higher professional quality of teachers and their superiors. However, at present, there is a general lack of effective communication among the members of the teaching team in colleges and universities, and the atmosphere of team cooperation is not strong, which affects the improvement of the effectiveness of the balanced matrix teaching team.

(3) Strong matrix structure

The strong matrix organization form is similar to the enterprise project organization form, has the project linear organization structure main characteristic. On the basis of the existing organizational structure of colleges and universities, the strong matrix teaching organization structure sets up an interdisciplinary leading group at the school level, appoints the full-time, cross-curriculum group leaders with larger authority, and coordinates the teachers of different colleges and departments by the cross-curriculum group leaders to complete the teaching work of the cross-curriculum group. For complex and relatively urgent cross-course group management, strong matrix organization is suitable.

5. The Reconstructing Strategy of Management Subject Organization Structure in the Context of New Liberal Arts Construction

The world's scientific research presents more complex, more open, more intersecting complex giant system characteristics, and thus enters the "big science" emerging era. The multi-disciplinary research paradigm promotes the subversive change of education: teaching mode from single to pluralistic, from project-based team teaching to situation-based individualized teaching, curriculum system from focusing on subjects to integrating knowledge system; Organizational model from self-organization unit to systematic and professional cooperative organization. The teaching mode, curriculum system, cultural construction and organizational mode characterized by discipline are facing great challenges. It is different from the simple intersection of disciplines, breaks the boundaries of disciplines, and promotes the deep integration of science, technology, engineering and even natural science and management science. Therefore, this paper holds that the teaching teachers of ideological and political curriculum group, humanities curriculum group, digital technology curriculum group and management specialty subject group can still maintain the existing weak matrix organizational structure, while the cross curriculum group can adopt the strong matrix teaching organization structure.

Acknowledgments

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