

Research on the Construction of the Quality and Ability Improvement System for Student Cadres in the "141" Higher Education Institutions

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Abstract: *Student cadres in universities are an important force in carrying out ideological and political education work, and play an important role in cultivating morality and cultivating talents. Strengthening the cultivation of student cadres and improving their quality and abilities is of great practical significance. Based on a comprehensive analysis of the problems faced by university student cadres, this article proposes the "1441" student cadre quality and ability improvement system, which aims to form a student cadre awareness, construct a path to improve the quality and ability of "four refined" student cadres, and create a culture of "unity, unity, and daring to be the first" student cadre team.*

Keywords: University student cadres; Improvement of quality and ability; A Model for Improving the Quality and Ability of "Four Refinements".

Student cadres are the backbone of students and a force in carrying out ideological and political education and daily management work in universities. They play an important role in the work of moral education and talent cultivation in universities. Improving the quality and ability of student cadres can not only cultivate individual cadres and set an example for the student community, but also promote value guidance, education and teaching, management services, and other work in a point-to-point manner. Studying and constructing a system for improving the quality and ability of university student cadres has theoretical significance and practical value. This study explores influence mechanism about organizational learning on employee service innovation in service-oriented enterprises. Based on the sample data of 2731 employees in service enterprises, we explore the mechanism of organizational learning on employee's service innovation. The results show that: Organizational learning significantly positively influences employees' service innovation behavior; affective commitment plays a partial intermediary role between organizational learning and employee's service innovation.

1. CHARACTERISTICS OF STUDENT CADRES IN CURRENT UNIVERSITIES

At present, the majority of college students are born in the "00s" generation, with a growth environment compared to the "70s" generation. The post-80s and post-90s generations have many advantages, and they pay more attention to self-expression, pursuing independent personality and their own rights. In this context, student cadres have also presented a series of characteristics. Service innovation is becoming a key factor in the success of many companies, which can be well exemplified by the success of Haidilao Company. Benefiting from the service employees' service innovation behaviors that are considerate to customers, the reputation of the company's services is well-known at home and abroad and the company has achieved rapid development. However, most companies are still plagued by inadequate service innovation. Unlike product innovation or technology innovation, service innovation often comes from the active behavior of front-line employees. Employees notice the differentiated needs of customers in the process of service interaction, and try to adopt novel methods to meet these needs, and then innovative services are usually created. Insufficient innovation often means that employees have little or no active participation in service innovation activities.

Many studies have shown that organizational learning positively predicts employee innovation behavior and significantly promotes the innovation performance of enterprises [1-5]. For this reason, many enterprises have carried out various types of training, and managers often emphasize that employees should enhance learning and innovation. However, many training and learning did not bring about the expected innovation. How to carry out organizational learning to improve the service innovation behavior of front-line employees? If so, what is the

mechanism for this process, is it influenced by subjective variables such as affective commitment?

In consideration of the possible direct or indirect impact of organizational learning on employee service innovation, this study conducted a large number of surveys on the first-line teams and employees of a telecom operator in China. Based on this, this study discussed the influencing mechanism of organizational learning on employee service innovation.

1.1 Focusing on personal development and lacking dedication

Student cadres have both service and management functions, and should strive to serve classmates, contribute to the collective, and gain self. However, some student cadres excessively focus on their own development and forget their original intention of serving students. Insufficient execution and implementation of tasks assigned by schools and teachers; Ignoring and perfunctory handling of the help and questions asked by classmates. Hesitate when striving for collective honor, and be full of energy when striving for personal achievements. A high level of organizational learning can improve employees' affective commitment. Organizational learning enables employees to have close interaction and contact, which can enhance employees' sense of belonging and effectively meet their relationship needs. Conducting organizational learning enables employees to update their knowledge and improve their work skills, which can meet their competency needs and enhance their sense of self- efficacy. Meeting the competency needs of employees and then employees feeling their own development can effectively improve their happiness which is also an important source of emotional commitment [11].

1.2 Emphasizing individual value and not being good at teamwork

The student cadre team is the cradle for cultivating excellent talents and an accelerator for improving individual abilities. However, some cadres overemphasize individual abilities and values while neglecting teamwork. A single flower does not make spring, while one hundred flowers in full blossom bring spring to the garden. The student cadre team is a large entity, and often faces tasks and challenges that cannot be solved by one person. It must rely on teamwork and cooperation. Teamwork is an awareness that long-term neglect of teamwork leads individuals to gradually become "islands" in group life and miss opportunities for growth and progress. Within good learning atmosphere and learning culture in organization, employees acquire new skills to enhance their ability and comprehensive quality through learning good experience, absorbing new knowledge, new ideas, which contribute to the growth of their own. Continuous growth and progress will not only make employees perceive the organization's attention to the employee's personal value, but also facilitate the implementation of employee value. As a result, employees' affective commitment to the organization will be enhanced. Affective commitment represents employees' identification to the organization. Empirical studies conducted by Hirst [12] and Madjar [13] indicate that organizational identification plays a positive role in employees' innovative behaviors or creativity. Steers [14] believes that affective commitment has a significant positive effect on work performance. Service innovation behavior is not a necessary behavior of employees. For any new problem of customers, it is difficult for enterprises to require employees to actively provide solutions beyond standard services, that is, it is difficult for enterprises to directly require employees to serve innovation. Therefore, it is need to motivate employees' independent motivation to implement serve innovation. Only when employees have a strong desire for innovation and love to improve customer satisfaction can they take the initiative to innovate. Based on this, we believe that employee's affective commitment may have a direct impact on employee service innovation.

1.3 Limited by traditional practices and lack of innovation and exploration

Student cadres often have a strong sense of rules, but if they are too responsible and follow the rules, it is easy to encounter a situation that is limited by traditional practices and lacks vitality: a dull work atmosphere, a single work method, outdated work concepts, and low work efficiency. In order to reduce the influence of organizational background factors and separate the relationships among variables, this paper selected a large number of samples from different groups of different branches of a large service enterprise. Different teams in these organizations have the same corporate culture, organizational strategy, compensation and benefits system, etc. However, different teams have different leaders and carry out organizational learning activities independently, so the influence mechanism between the variables can be tested. The survey was divided into two phases. The pre-investigation of the first phase examined the reliability of the scales and corrected the scale based on the results.

The questionnaires were distributed through the company's internal management system. In the second phase, 3,376 questionnaires were collected, involving 736 teams in more than 40 branches. We reduced the measurement error through deleting all the same options and invalid data with missing options and reduced the team measurement error by deleting the team statistics with less than three questionnaires.

2. RESEARCH ON THE CONSTRUCTION OF THE QUALITY AND ABILITY IMPROVEMENT SYSTEM FOR STUDENT CADRES IN THE "141" HIGHER EDUCATION INSTITUTIONS

In response to the characteristics of current university student cadres, this article proposes to build a "141" system for improving the quality and ability of university student cadres, that is, to form a student cadre awareness, build a path for improving the quality and ability of "four refined" student cadres, and create a culture of "unity, unity, and daring to be the first" student cadre team.

2.1 Student cadre awareness

Theory is the guide of practice, and thought is the guide of action. In order for student cadres to truly play a role and improve their quality and abilities, the first thing they need to do is to cultivate and form a sense of student cadres, which mainly includes political consciousness, responsibility consciousness, service dedication consciousness, and self growth consciousness.

One is political consciousness. Political consciousness is the most important and fundamental consciousness, which is a basic quality requirement for all student cadres. All student cadres must firmly establish correct political concepts, always maintain a clear political mind, strengthen the "four consciousnesses", firmly adhere to the "four confidences", achieve the "two safeguards", and continuously enhance political judgment, political comprehension, and political execution.

The second is the sense of responsibility. Student cadres originate from students and must firmly adhere to the principle of "student-centered", actively assume the responsibility and mission of student cadres, fully play the role of student cadres in students' self-education, self-management, self-service, and self-supervision, remember their responsibilities on their shoulders, and unleash the power of role models.

The third is the awareness of service dedication. Student cadres should enhance their awareness of service dedication, prioritize hardship, and trust their fellow students. Dedication in work, growth in dedication, harvest in growth, and constantly realize self-worth.

The fourth is the awareness of self growth. The student cadre team is a very hardworking team that requires more time and energy than other students. However, it must not be trapped in transactional work, nor trapped in procedural and concrete work. It is necessary to enhance self growth awareness, deepen self-awareness and future planning, take the initiative, tap into potential, and promote rapid growth while serving as a student cadre.

2.2 Path to Improve the Quality and Ability of "Four Refined" Student Cadres

The path of improving the quality and ability of student cadres through the "Four Refinements" is a feasible method that combines the work laws of student cadres. The specific content of the "Four Refinements" is fine, meticulous, progressive, and elite. Based on precision, focus on the implementation of work and focus on completion. Elaborate for advancement, focusing on thinking and improving workflow and results, with a focus on optimization. Diligence is the process, focusing on overall and continuous progress, with a focus on attitude. Elite oriented, focusing on cultivating cadres' forward-looking vision, patriotism, and leadership temperament, with a focus on results.

(1) Based on precision, the focus is on completion

Difficult things in the world must be done easily, and great things in the world must be done in detail. Precision is the most fundamental quality and ability requirement for a student cadre, and its core is the ability to complete

work diligently and meticulously according to established processes and rules. Newly appointed student cadres often lack experience and find it difficult to consider comprehensively and independently. At this point, what they most need is to be able to do things "meticulously" and complete the tasks assigned by the school or teachers without any discount, without the need for others to check and fill in the gaps in their work results. A "meticulous" work requires student cadres to have a comprehensive concept of the work task, a clear understanding of the work process, and a full understanding of the work requirements, so as to conscientiously and meticulously carry out the work according to the work requirements, actively overcome difficulties during the work process, and ensure the smooth completion of the overall work.

(2) Elaborate for advancement, focusing on optimization

Thinking is the key to progress. Elaborate is a requirement for the advanced quality and ability of a student cadre, whose core is to think about the results and workflow that arise in the work, identify loopholes, and optimize them. College student cadres have heavy learning and work tasks, which can easily lead to psychological pressure. In addition to enhancing psychological quality, improving work efficiency is crucial, but it is difficult for everyone to take this seriously. Many students who have had a certain amount of work experience are still limited to completing tasks, immersed in sweat and dedication, and unwilling to think and optimize workflow and results. It is difficult for such student cadres to further develop and grow, and their management abilities cannot be improved, making it difficult for them to fulfill the responsibility of leading the team. After a period of "meticulous" work experience, student cadres should consciously develop towards the "meticulous" direction, improve their perspective on things, change their existing concepts, consider work tasks from a global perspective, boldly put forward their opinions and ideas, and dare to verify them in practice. Only in this way can the quality and ability of student cadres be further improved.

(3) Diligence is the process, focusing on attitude

Improve oneself and strive for excellence. Diligence is an attitude requirement for a student cadre in the process of improving their quality and ability. Its core is to continuously improve their self requirements and be able to maintain continuous progress with a positive attitude. The improvement of the quality and ability of student cadres should not be limited to their tenure, but should also try to expand into their future life. This is a responsibility and responsibility of the school. Being "meticulous" and "meticulous" is basically considered a qualified student cadre, but there is still a distance from the goal of "elite". Diligence is a state, a process, that strives for excellence in mindset and behavior, constantly improving. The work of student cadres is a long-term task that requires them to continuously care for students, safeguard their rights and interests, ranging from important activities to daily life. All student cadres, especially those with certain work experience, should constantly strive for progress, forge ahead, and focus on the long term.

(4) Elite as the goal, focusing on results

Cultivate talents for the Party and the country. Elite is the ultimate development goal for a student cadre, with a forward-looking perspective, patriotism, and leadership temperament at its core. The cultivation of student cadres is not only to enhance and promote the personal abilities of cadres, but also to cultivate excellent talents for schools, society, and the country. Student cadres should grow rapidly through the process of meticulous work, careful thinking, and continuous refinement. Expand the field of knowledge, improve the knowledge structure, and focus on understanding and mastering the cutting-edge knowledge in the field of study. Strengthen social practice, measure the land of our country with our steps, write articles on the land, leave sweat in the soil, cultivate patriotism, and continuously strengthen our emotions towards the country and the nation. Confidence, self-reliance, self-improvement, improving one's judgment and decision-making abilities, and cultivating a leader's temperament.

2.3 Culture of a united and daring cadre team

Clenching your fists is the only way to have more strength. If the student cadre team wants to be able to do things, accomplish things, and achieve great things, they must unite and be brave to be the first. This is a culture that often has a huge impact on the atmosphere, allowing student cadres in the team to grow their skills and refine their

character in a healthy competition. To truly unite and not engage in false unity. Unity is a good atmosphere and an inevitable requirement for the construction of student cadres. Student cadres should not engage in one-on-one and one-on-one behavior, with a friendly and friendly demeanor on the face, and a strange atmosphere in private. This will be a fatal blow to the construction of the entire student cadre team. We should pay attention to the ideological cultivation of the student cadre team and guide them to have common goals, so as to ensure that everyone has a harmonious face and heart.

Be open-minded and avoid forming small groups. Some outstanding cadres themselves bear the responsibility of leading classes, departments, and teams. We must have a clear mind and a broad mind, and not form cliques or groups. We should prioritize the collective, prioritize the overall situation, and always remember the purpose of serving our classmates.

Be bold in innovation, not always conservative. To be honest and innovative, we should take the essence of traditional practices and discard the dross. Dare to innovate in work, use new ideas and carriers to make work come alive, be close to students, enter students, and serve students.

To combine with reality, do not imagine out of thin air. To do work, one should seek truth from facts, adapt to local conditions, and cannot rely on imagination. Student cadres should strengthen research, truly understand the urgent and difficult things that students are looking forward to, pay attention to the development trend of the country, society, and schools, and find entry points to closely integrate their dreams with the Chinese Dream, contributing to the great rejuvenation of the Chinese nation.

3. CONCLUSION

The "141" system for improving the quality and ability of college student cadres can effectively enhance their abilities. It has actively explored the cultivation of student cadres' awareness, the construction of quality and ability improvement paths, and the construction of team culture, and has been recognized by the student cadres in practical work. Adhere to promoting the cultivation of student cadres, improve their quality and abilities, reserve backbone strength for ideological and political education and daily management in universities, and contribute energy to cultivating new talents of the times.

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