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The Five-factor Model for the Education of Postgraduate CPC Members—Taking the Application of Project Management Method as a Means

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Abstract: *The five-factor model is designed to create a new mode of education of postgraduate CPC (the Communist Party of China) members in universities, which is based on the ideological leadership, organizational leadership, mass appeal, academic atmosphere and employment competitiveness. The project management method is used to carry out the specific operation of the new five-factor model, which is feasible and necessary from the design concept and process analysis. The five-factor model is helpful to activate vitality of the Party branch of postgraduates, promote cohesion, enhance influence of the organization and the attraction of the masses, as well as further optimize the effect of "party-class-league" collaborative education. It is the exploration and innovation of the party construction and ideological-political education of postgraduates in the new situation.*

Key words: *Postgraduate CPC Members; Education; Five-factor Model; Project Management Method*

In recent years, with the urgent demand of "double first-class" construction in universities, on the one hand, the expansion of the scale of postgraduate in China has become an inevitable trend, on the other hand, the requirements for the quality of members have also increased. However, the objective reality is that the postgraduate education system is short, the personal experience of postgraduates is complex, the training process and quality are uneven. How to manage and cultivate the growing party members under high requirements has become a serious challenge to the ideological-political education.

This paper aims to cultivate excellent postgraduate CPC members, with five-factor model as the main research content, and applies the method of project management to the process of model construction, so as to solve the problems in the construction of organization, expand the mass influence of party branches, and further play the effect of "party-class-league" collaborative education.

Rational Design of Evaluation Index System of Excellent Postgraduate CPC Members

Through literature research, this paper holds that excellent postgraduate CPC members can be evaluated from the following five indicators: political quality, moral quality, organizational discipline, scientific literacy and leadership ability.

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First, political quality is the primary standard to evaluate excellent postgraduates. The excellent political quality is not only reflected in the students' mastery of theoretical knowledge, but also in their high political awareness, lofty ideals and firm belief. There is no doubt that this standard is the primary evaluation index.

Second, moral quality is an important standard to evaluate excellent postgraduates. The author thinks that this standard can be interpreted as "adhering to principles, distinguishing right from wrong; being strict with oneself, being honest and trustworthy; being strict with self-cultivation, selfless dedication; being diligent and thrifty, putting an end to extravagance; being enthusiastic to help others, starting from me". As one of the necessary indexes to evaluate excellent postgraduate CPC members and even excellent students, high moral quality is an important evaluation standard.

Third, organizational discipline is the basic standard to evaluate excellent postgraduate CPC members. Organizational discipline standards should not only include caring for the collective, having a high sense of organizational discipline, participating in activities and supporting organizational decisions, but also include actively carrying out practice and voluntary service activities to play a leading role of members.

Fourth, scientific literacy is the necessary standard to evaluate excellent postgraduate CPC members. Scientific literacy includes not only the mastery of professional knowledge, but also the correct learning attitude and honest research style, which is an important difference between excellent postgraduates and undergraduates. After all, as postgraduates, having solid professional knowledge and strong academic ability is an important basis for scientific research.

Fifth, leadership is an additional standard to leading postgraduate CPC members. The standard of leadership ability is an evaluation standard set for the leading members. It is a higher standard than that of ordinary members. It is also an independent standard designed for the goal of "enhancing the influence of the masses". Leadership should not only include organizational management ability, communication and coordination ability, but also include political leadership, mass organization and appeal.

The five indexes mentioned above are progressive relations, the first three are the basic evaluation standards, and the last two are the difference indexes or higher standards designed by ordinary members and leading members respectively. The author believes that these five indicators can cover the quality of outstanding members, and on this basis, explore appropriate evaluation criteria and set training objectives, in order to guide the construction of five-factor new model of postgraduate CPC members education and training.

Five-factor to Create a New Education and Training Model for Postgraduate CPC Members

After investigation, based on the evaluation index of excellent postgraduate CPC members, the five-factor model—ideological leadership, organizational leadership, mass appeal, academic atmosphere and employment competitiveness, is obtained, and the basic curriculum training system is constructed within this framework.

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Five-factor model design concept and feasibility analysis

a. Five-factor model design concept

Based on the following three points, this paper obtains the original intention and concept of five-factor model design: First, guided by the evaluation index system of excellent postgraduate CPC members, the course content is positioned according to the training objectives. The standard of political quality is realized through the course of ideological leadership, the standard of organizational discipline and leadership is realized through the course of organizational leadership, the standard of moral quality is realized through the course of mass appeal, and the standard of scientific literacy is realized through the course of learning style influence. Thus, through the training process of five-factor course, postgraduate CPC members can reach the basic evaluation standard of excellence.

Second, take the guidance of the new great project content of the party's construction as inspiration. Party construction requires party members to have good quality. In the process of five-factor model design, this paper comprehensively considered the description according to the actual work, designed the curriculum separately for ideological leadership, incorporated the political leadership into the organizational leadership curriculum, and incorporated the mass organizational power and social appeal into the mass charisma curriculum.

Third, it is based on the needs of the realization of the hidden goal of the postgraduate CPC member education. The implicit goal of the new mode of postgraduate education is to enhance the mass attraction and give full play to the cooperative education effect of "party-class-league". Based on this goal, an independent employment competitiveness course is added to the system design, while the implicit goal is also reflected in other course design parts, such as the mass appeal course, leadership and channeling training in the organizational leadership course, scientific research methods and academic frontier training in the influence of study style, etc.

The five-factor model is not only in line with the training objectives of postgraduate CPC members, but also can promote the ideological and political education of postgraduates, as well as the specific implementation and response to the great project of our party-building. Its ideas and ideas are reasonable design in line with the actual needs.

b. Five-factor model feasibility analysis

From the perspective of the existing work basis and the cooperative education of working team, the five-factor model has strong practical feasibility.

Existing work basis. From the content of five-factor model curriculum system, it can be divided into three types of activities: first, necessary activities. This kind of activity mainly refers to the organizational life, such as theoretical study, system construction and work style construction. Second, learning activities. This kind of activity is mainly to improve the academic ability of postgraduates, enhance leadership and other activities. Third, social adaptive activities. This kind of activities mainly include the activities of improving the competitiveness of employment, improving communication ability, etc. However, looking at the current

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work of party-building and ideological political education of postgraduates at the grass-roots level. The above three kinds of activities are organized and carried out by different departments at different stages, and each of them has certain pertinence. The five-factor model integrates the three kinds of activities into a framework for systematic integration.

Team cooperation education function. The most important three subjects in the ideological and political education of postgraduates are the research workers (counselors, etc.), the party workers and the graduate tutors. Party affairs workers have played the role of ideological guidance and political belief. The research workers have carried out work in ideal and belief education, patriotism education and employment guidance, while the graduate tutors have played an important role in professional learning, scientific research and academic research. Therefore, the integration of the three is in the overall scope of ideological and political education for postgraduates, and plays different functions in their respective fields. Obviously, the above-mentioned different fields or different educational activities have a complete degree of coincidence with the five-factor model curriculum.

Specific content design of five-factor model

After the preliminary investigation and analysis, combined with the actual situation of ideological political education and party-building work of postgraduates, this paper designs the five-factor model horizontally according to the first and second level index system, and distributes the curriculum vertically to different stages of four semesters of postgraduates.

a. Horizontal index system five-factor model

According to the above-mentioned construction of the postgraduate training objective system and the combing of the design concept, this paper designs the five-factor model horizontally according to the first and second level index systems.

Table 1 Content framework of five-factor model course

First-level index	Ideological leadership	Organizational leadership	Mass appeal	Academic atmosphere	Employment competitiveness
Second-level index	(1) Political belief (2) Ideal and belief (3) Patriotism (4) Core values	(1) System construction (2) Team melting (3) Leadership (4) Communication	(1) Style construction (2) Voluntary practice (3) Model demonstration	(1) Professionalism (2) Research methods (3) Theoretical learning (4) Project paper	(1) Industry exploration (2) Experience sharing (3) Skills training (4) Internship recommendation

b. Vertical distribution system of five-factor model

According to the different learning stages, this paper distributes the secondary index courses of five-factor model content to four semesters to meet the needs of learning tasks in different periods. (In table 2, the secondary indicators are only represented by numbers, and the specific contents can be found in table 1.)

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Table 2 Education and training system of five-factor model

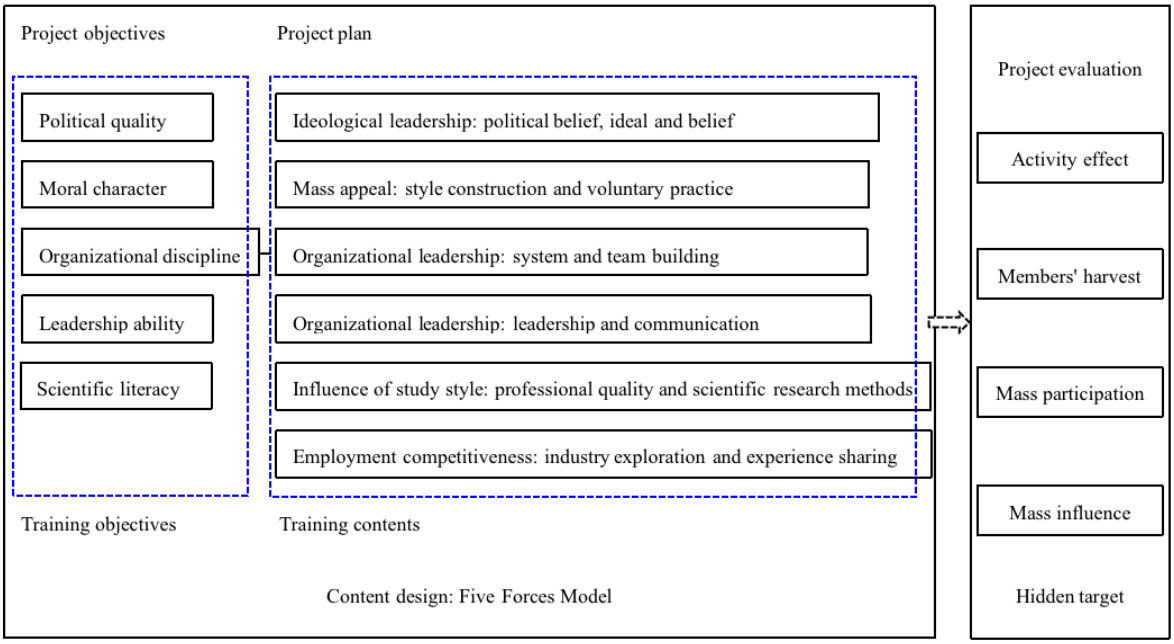
Curriculum \ Semester	First	Second	Third	Fourth
Ideological leadership	(2) (3)	(1) (4)	(2) (3)	(1) (3)
Organizational leadership	(1) (2)	(3) (4)	(3) (4)	(3)
Mass appeal	(1) (2)	(1) (2)	(2) (3)	(3)
Academic atmosphere	(1) (3)	(2) (3)	(3) (4)	(3)
Employment competitiveness	(1)	(2)	(3) (4)	(3) (4)

It needs to be noted that this paper does not specifically design the three-level indicators of the five-factor model. The main reason lies in that the design of specific activities in the work needs to be adjusted to time, events and people's conditions. Therefore, the curriculum system and the implementation of the program need to be designed according to the actual situation.

Exploration of Project Management Method and Application Path in Five-factor Model

Project management is the effective management of all the work involved in the project by the project manager under the constraints of limited resources, using the systematic point of view, methods and theories (Zhong, Zhan & Liu, 2012). At present, the project management method is widely used in enterprises, less used in institutions of higher learning, such as scientific research project management and routine theme

Figure 1 Research path of five-factor education mode



party-building projects. The project management of the party construction work is that the organization adopts the scientific practice method, reasonably coordinates various resources, closely focuses on the teaching, scientific research, study style construction, quality training and other work, carries on the macroscopic grasp to the feasibility, effectiveness and relevance of the project, and carries on the effective management from the

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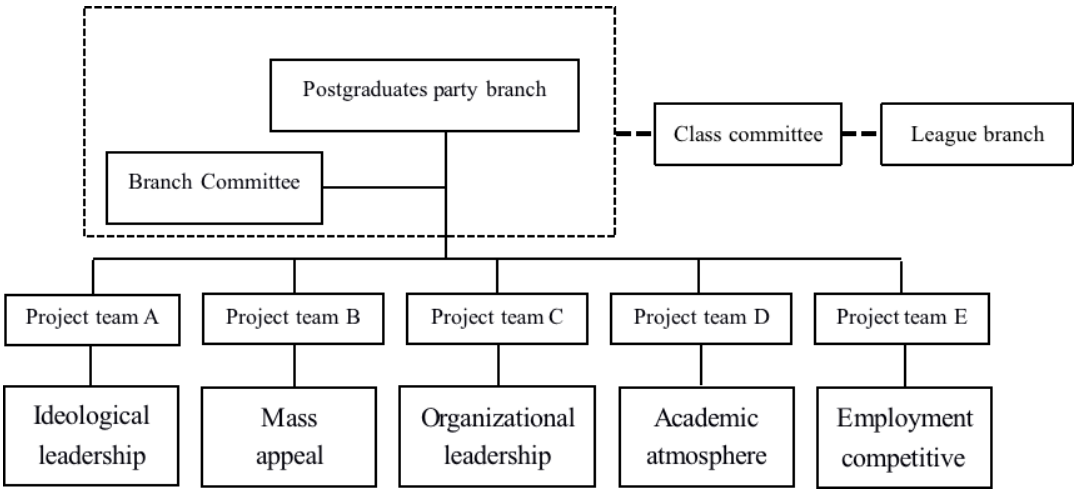
plan implementation, organization practice, acceptance examination, exchange promotion and other aspects (Wang & Zhou, 2016). This paper holds that the project management method can also be well applied in the new model of postgraduate CPC member education, and the specific research ideas are shown in figure 1.

Establishment of project team

Each semester, a project team headed by the members of the branch committee will be set up to be responsible for the five factors—(A) ideological leadership, (B) organizational leadership, (C) mass appeal, D academic atmosphere and (E) employment competitiveness. The members of each project team are recruited separately, and finally the staff distribution is coordinated and balanced by the branch committee. The team leaders of each group are responsible for the specific arrangement, implementation and management of the project, and discuss with each other within the branch committee. At the same time, during the implementation of the project, it will conduct comprehensive coordination with the class committee and the league branch committee.

Figure 2 Composition of five-factor model project team



Project scheme planning

In view of the different learning characteristics and problems of graduate students in each semester, as well as the specific task arrangement of the superior, each project team shall formulate at least two project schemes under the curriculum theme of five-factor secondary indicators and in combination with the actual situation. The plan is finally determined by the branch committee. In the process of determining the plan, the party branch needs to consult the opinions and suggestions of the class committee and the youth league branch committee to maximize the feasibility and efficiency of the plan.

Project operation and management

In the process management of project operation, the branch committee becomes an important supervision and coordination organization. The branch secretary shall regularly organize the branch committee to exchange the phased results of the project operation, discuss the problems, coordinate the allocation of resources, further supervise and implement the follow-up implementation of the project, so as to realize the process management of the project and help each project team to better achieve the objectives. At the same time, in

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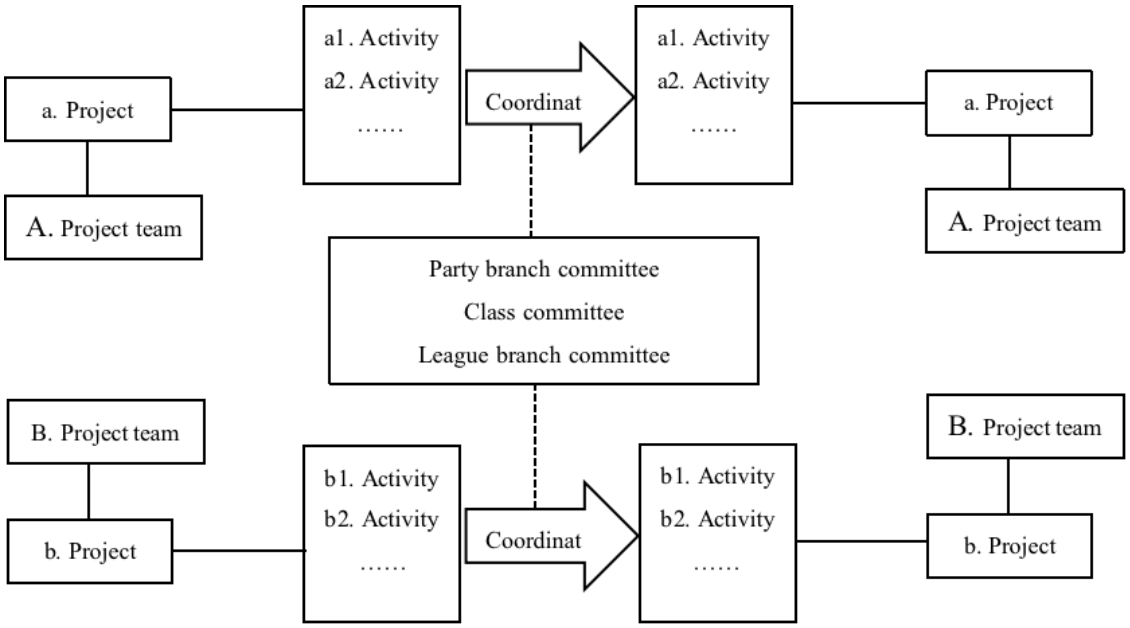
addition to special activities, the operation of the project should be open to the graduate class and the league branch, and at the right time, the class committee members, the league members or the masses should be included in the project team, so as to realize the coordination of the "party-class-league" in the process of project operation.

Figure 3 Project operation diagram of five-factor model



Project evaluation and feedback

Based on the semester, each project team will enter the stage of summary, evaluation and feedback jointly organized by branch committee, class committee and youth league branch committee. On the basis of these, the questionnaire is designed for different indicators of the project effect, and different groups are evaluated. And the project effect index should consider the important dimensions such as mass participation and satisfaction. The evaluation results will be used as the direct basis for project evaluation, as an incentive measure to accumulate experience for future project implementation.

To sum up, the five-factor model is used to build a new mode of postgraduate CPC member education, and it is operated through the project-based management method. No matter from the perspective of design concept, content or feasibility of path application, the mode is the exploration and innovation of postgraduate party-building and ideological political education in the new situation. Moreover, this model can optimize the effect of the "party-class-league" cooperative education, and greatly promote the organizational influence and mass attraction of the the party branch.

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