A Reflection of Teaching Human Resource Management in W Company under Double Reduction Environment

Shi Di

Taylor's University, Kuala Lumpur, Malaysia

Abstract: With the promulgation of the "double reduction" policy, the education and training industry, especially the K12 (kindergarten through twelfth grade) subject training institutions are subject to certain operational restrictions, based on the profit-oriented K12 subject training business was called to a halt. In the face of the national policy adjustment, W Education and Training School responded positively and prepared to carry out a strategic transformation. This paper analyzes and summarizes the problems in human resource management of W's teaching team by using questionnaires and proposes to build a qualification system to establish job standards, systematically sort out the development path of internal staff, and unify human resource management. Finally, we will further explain the application of the teaching staff qualification system in human resources management of Company W. We will improve the operational efficiency and match the strategic needs of the enterprise.

1. Introduction

1.1 Background of the study

The double reduction policy refers to a series of policies implemented by the Chinese government in the field of education, aiming to reduce the burden of students' schoolwork and the burden of out-of-school training [1]. The introduction of these policies has had an impact on the online education industry, prompting some companies to undergo strategic transformation.

According to Fan [2] and others, strategic transformation requires the repositioning of the company, the setting of transformation goals, the setting of different stages of transformation goals, and the application of practices according to guidelines and methods to achieve the final strategic transformation goals. Lynch [3] et al. found that the organizational structure is an important guarantee for the smooth implementation of strategic transformation, and its functions need to be centered on the corporate strategy to help the company complete the strategic transformation smoothly. Diazfernfindez [4] et al. argue that the position of the executive team in the company can have a decisive impact on the strategic transformation from the human perspective. The relationship between objective characteristics and psychological characteristics of the top management team and strategic transformation is discussed by Yokota [5] and others, who argue that attributional change in the top management team is also a driver of strategic change. Oliver [6] et al. argue that employees may not agree with the strategic transformation from internal psychology to external behavior

because they are inertial to the old model and may be worried about the possible loss of their own interests after the strategic transformation. Therefore, the smooth implementation of the strategy after the transition depends on the employees' participation and support for the strategic transition.

In this paper, we will apply the enterprise HR management diagnosis method to build the teaching team qualification system of Company W from the perspective of the development strategy of Company W, taking into account the current situation and development needs of the company's HR management, in order to solve the problems of unclear job standards, confusion of employee development paths and the lack of a systematic HR management system in Company W. To measure the capability of the existing talent team of Company W, identify the capability gap, and provide a basis for the next human resource planning.

1.2 Significance of the study

Company W, as a regional unicorn in the early boom of K12 online education industry, has been a typical young brand in the online education industry for seven years since it started in 2016, with several rounds of financing and a brand influence that covers different age groups from 0-12 years old. In recent years, with the continuous development and maturity of the market and the double reduction policy announced in 2021, Company W is facing severe challenges in the industry and huge competition for talents, and the original HR management system can no longer effectively support the strategic development of the company. Increasing the market share of domestic education institutions and expanding corporate revenue are challenges that education institutions have to face nowadays. By optimizing the management system of education and training institutions, attracting competitive and strategic talents, and cultivating core competencies to promote the sustainable development of the organization, it is a feasible way. Based on this, the main issue of this paper is to establish an effective qualification system to meet the strategic development needs of W Group companies, to promote the maximum effect of human capital within the company, and to fundamentally support the achievement of organizational development goals.

2. Analysis of the current situation of Company W

2.1 Overview of Company W

W Group was founded in 2016, focusing on the development of young minds from 3-9 years old. The three founders of the company are CEIBS EMBA students, former core executives of Renren, Oracle and All Access Education, who have participated in the founding of four listed companies respectively, with a market value of over RMB 50 billion. The company was established 5 months ago, that is, received the angel round of over 100 million valuation financing and brand endorsement from Dr. Kai-Fu Lee's Innovation Works, and was the only education company invested by Innovation Works in 2017. 2018, in early 2018, the company also received 200 million valuation PreA financing from listed companies, and Innovation Works firmly followed the investment. The company won the top 10 in Guangdong Province in the 6th China Innovation and Entrepreneurship Competition. This article is aimed at its company W, which is characterized by developing mathematical thinking training classes for children aged 3 - 9 years old through online teachers in the form of one-to-one or one-to-six, introducing the US NCTM evaluation standards, PBL teaching method and various international cutting-edge teaching toys, thinking tools, etc., following the international advanced 6E teaching method, incorporating the hit cartoon IP with over 20 billion views on the whole network into the courseware. In addition, we add fun to systematic learning and allow children to exercise practical thinking in scenario-based and contextualized learning.

Under the double reduction environment, the official microblog of W Company issued a statement saying that its courses are non-disciplinary quality courses and will continue to ensure that the contents of the courses are legal and compliant. In addition, the statement suggested that, in accordance with the "double reduction" policy, W would soon complete a comprehensive upgrade of the quality curriculum, launch courses in art, programming, art of speech and expression, and expand other interest-specific sections.

2.2 Current manpower composition of the teaching department of Company W

The teaching department is the most important department in the teaching organization, relying on the core quality teaching staff to deliver education and training products through teaching to build reputation and brand. The teaching staff is mainly responsible for teaching students of different age groups according to their local conditions, delivering quality teaching courses according to the company's teaching materials and teaching programs, following up on the students' dynamics during and after classes, and providing timely feedback on the students' learning progress and knowledge mastery. The selection and retention of quality teaching staff is crucial to the establishment and dissemination of the institution's brand. Therefore, we mainly analyze the manpower of the teaching department of Company W.

In terms of numbers, before the "double reduction" policy was issued, Company W had 5,073 teaching staff, including 3,550 in the teaching department and about 1,500 in other departments. According to the staffing of Company W, teaching staff accounts for more than half of the total staff, which is in line with the characteristics of the education industry; in terms of age, the age structure of teaching staff in Company W is young, with young people aged 20 to 25 being the main force of the teaching team, accounting for 2,414 or 68%; teaching staff aged 25 to 30 is 710, accounting for 20%. In terms of education, 93% of the teaching staff have a bachelor's degree or above, and 9% have a graduate degree or above. The overall education level of the teaching staff is medium to high, and most of the staff have bachelor's degree or above. The quantity and quality of the teaching staff are guaranteed, which provides the necessary human resources for strategic transformation.

2.3 Human resource questionnaire of Company W

2.3.1 Questionnaire design

In the rapid transformation process of Company W under the double reduction environment, although the company has devoted great attention to business development and market development, it has neglected the systematic construction of human resources management system, resulting in the weak foundation of human resources management. The six modules of human resources management are independent of each other and cannot be managed as a system to form a closed loop, and there is a lack of guidelines for employee career development and a lack of standards and development system for internal talent development, which makes it difficult to provide strong human resources support and protection for the strategic development of W Company. In view of this, the author organized a questionnaire survey on the internal teaching team of Company W, with the aim of objectively identifying the problems of Company W through research and analysis, so as to provide a basis for proposing countermeasures.

The survey consists of five questions, including the dimensions of salary setting, performance incentive system, talent development, and job standards, etc. The survey aims to examine the real opinions of the teaching team members on the human resources management system of Company W from various professional modules of human resources. The selection was based on the actual

situation and perceptions, and the choices were expressed as A/BC (A. Agree; B. Neutral; C. Disagree).

2.3.2 Analysis of results

According to the composition of the teaching team of Company W, 300 teaching staffs were selected within the teaching team of Company W to conduct a questionnaire survey. 300 questionnaires were sent, and 256 valid samples were returned. 8%. The questions and results of the questionnaire are as follows

Question 1: Do you think that the salary set by the company for your job can reflect your labor contribution to the job?

Results: According to the questionnaire results received, 68 people chose A, 78 chose B and 110 chose C. This indicates that the teaching staff of Company W have high expectations of the current salary and benefits and are dissatisfied with the existing salary and benefits system.

Question 2: Do you think the current performance appraisal system of the company can fairly reflect your work performance?

Result 2: According to the questionnaire results received, 39 people chose A, 45 people chose B, and 172 people chose C. This indicates that there are some problems with the current performance incentive system of Company W. The employees of the teaching team generally think that the performance incentive system cannot effectively reflect the output of work results, and there are different criteria for different employees' performance incentive, so it is difficult to reflect the internal fairness and cannot effectively motivate the team to work. The team is not motivated.

Question 3: Are you satisfied with the training and learning opportunities you have received in your current position?

Results: According to the questionnaire results received, 92 people chose A, 40 chose B, and 124 chose C. This means that Company W does not invest much in training and training of teaching teams, and employees generally have a high demand for improving their own quality, while Company Z provides less support and training in this area to meet the needs of employees.

Question 4: Do you have a clear idea of your career path within the company?

Results: According to the questionnaire results received, 105 people chose A, 40 chose B, and 111 chose C. This indicates that the employees of Company W have a serious division in their perception of their own promotion space and planning. The demand for their own career development is not echoed internally, which may easily lead to employee turnover.

Question 5: Do you think the company has clear criteria and processes to evaluate employees' positions?

Results: According to the questionnaire results received, 105 people chose A, 40 chose B, and 111 chose C. This indicates that the existing management system of Company Z has no clear criteria for the teaching team, and the appointment and assignment of staff are somewhat arbitrary. The lack of internal fairness makes staff motivation easy to be discouraged.

2.4 Problems of human resources management in Company W

According to the analysis of the questionnaire results, the existing human resource management of Company W is mainly responsible for dealing with basic operational issues, lacking in systematization and difficult to effectively manage the development needs of the staffing system. (1) Lack of clear job descriptions

2.4.1 Lack of clear qualification standards.

The existing teaching team of W Company covers three business divisions, and teaching staff

face different audiences and have different standards of teaching output, and teaching staff in different business divisions are collectively referred to as teachers, without detailed differentiation according to their different abilities and work contributions.

2.4.2 The career development path of employees is not clear.

The existing employee career development channel of W Company requires that when employees have worked in their existing jobs for more than half a year, they can apply to the department head for job adjustment according to their own development needs and expectations, and the job adjustment includes salary adjustment and job adjustment. This is not conducive to the establishment of a talent development system and the anchoring and development of high-potential employees.

2.4.3 Lack of uniformity in human resource management system.

The existing human resource management system of W Company has no unified assessment standard for recruiting and attracting external talents, and it relies too much on the experience and subjective assessment of interviewers for grasping and evaluating different types of talents. It is difficult to promote training courses that meet the development needs of the company.

To sum up, the existing human resource management of Company W has a certain foundation, but there are also certain problems, and there is a gap with the rapid expansion of Company W's strategic development needs. In order to better attract quality talents, conduct targeted talent inventory, promote the construction of training system, create a talent development ladder, standardize the salary system, and conduct performance appraisal for employees in a rational and justified manner, the blind spots in the existing HR management system can be opened by introducing a qualification system that is in line with the actual situation of W Company, and linking the major professional sectors of HR management through qualification standards to form a closed-loop system. The system is a closed-loop system that opens up development paths for teaching team employees and realizes a virtuous cycle of internal talents.

3. Suggestions for improving the talent development system of W Company

3.1 Clarify the employment requirements

Based on the qualification standards of the teaching team, we can clarify the requirements for recruiting talents and use the qualification standards as the baseline for recruitment and selection of talents [7]. According to the qualification criteria of W's teaching team, the Behavioral Event Interview (BEI) method is used to interview the top performers and the average performers in the team, and based on the results of the BEI interview [8], the key behavioral actions that match each criterion are extracted and compiled into a key behavior database. The key behavior database is used as the starting point to design questions for the key behaviors and to form a structured interview form, which is designed to identify whether the candidate has the required level of the competency through the question and answer session in the interview assessment.

3.2 Standardize the talent selection process

In order to change the recruitment dilemma of W Company, the Human Resources Department should unify the heads of all functional departments and clearly convey the concept that "the head of the hiring department is the first person responsible for human resources development in the department". On the basis of the unified awareness and concept, the Human Resources Department

reorganized and formulated the talent selection and appointment system, standardized interview process, the design concept and use of interview questions, and the interview decision to provide the basis and lay the foundation for the implementation of standardized talent selection.

3.3 Improve the career development channel for employees

The original career development paths of employees in W are unclear and lack clear management of employee career development paths, and the internal development paths are set for employees based on the subjective judgments of department heads, which are difficult to effectively match with employees' own development needs. It is difficult to form a virtuous circle of internal talents and cannot effectively motivate employees. In view of this, while formulating the qualification system for the teaching team, Company W reorganized the career development paths for employees, taking into account the company's development goals and actual business conditions, and established dual career development paths for employees to open up two channels for the internal development of teaching team members: the professional channel and the management channel, and set the posting standards for the corresponding positions in each grade, so that employees can choose the professional channel or the management channel for their career development according to their own development needs. This avoids uniformity and effectively motivates employees to improve their own quality. The design of career development channel for teachers' team members of Company W

3.4 A good compensation performance management system

A good compensation and performance management system can promote continuous improvement of employees' quality and capability, individual performance and the overall performance of the organization, thus building strong employee and organizational capabilities. The tenure system is a management tool to promote the achievement of corporate goals and meet the needs of corporate development. By linking it to the compensation system and performance management, it enables employees to pursue personal interests and achieve organizational goals to drive the company forward. The original salary and performance system of Company W, which was based on the salary of individual employees of the teaching team, was confirmed by the department head, and there was no uniform evaluation standard, no standardized salary and posting for all employees. In addition, W Company's salary system does not set the floating value according to the external market changes and economic growth, and the annual salary of employees is frozen, which has certain advantages in the industry in the short term, but lacks attractiveness in the long term, and it is difficult to attract outstanding talents to join the company.

4. Conclusion and Prospect

In order to achieve a long-term and sustainable competitive advantage, any enterprise must not only continuously increase the investment in technology research and development to strengthen the barriers, but also deeply understand the importance of talent training for the stable development of the enterprise. For the enterprise, whether a set of high-potential talent training system can be established to meet the development needs of the enterprise, the process is complete and the training form is set reasonably will greatly affect the sustainable development of the enterprise.

Based on the mainstream training theories, this paper analyzes in detail the shortcomings of the current high-potential talent training system of Company W through an in-depth study of the high-potential talent training system of Company W's education and technology group. In this paper, the main problems of the current high-potential talent training system of Company W are: 1. the

target orientation of the training system is not clear, and the training needs are not analyzed in the context of the current competitive landscape and corporate strategy; 2. the training system lacks scientificity, and the training process is more a form of promotion change than a basis for judgment; 3. the training system lacks effective competition, and the destination of most high-potential talents has been decided in advance. The training system lacks effective competition, and most of the high potential talents have been decided in advance and are not continuously tracked after their appointment. As a result of the above problems, the current high potential talent development system of Company W is not effective in improving the talent structure of the organization, and has led to the loss of a significant portion of high potential talent. In order to improve these problems, this paper proposes three core principles, which are practicality, systematicity, and relevance.

Of course, there are still parts of this paper that need to be improved in the study of the high-potential talent training system of Company W. This paper mainly discusses the improvement of the high-potential talent training system from the perspective of the group as a whole, based on the author's own experience of working in large schools in Company W. However, since the size of schools in Company W varies, there is still a need to design the high-potential talent training system of each school in a targeted manner under the overall framework and guiding principles of the group. However, due to the different sizes of schools in Company W's system, there is still a need for further research on how to design the high potential talent training system for each school under the overall framework and guidelines of the group.

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