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methods of management in a changing competitive environment**

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This paper explores strategies for improving employee efficiency within organizations, using Huawei Technologies Co., Ltd. as a case study. In the context of rapid technological advancements and a highly competitive market, enhancing employee performance is crucial for sustaining organizational success. This study examines Huawei's human resource management practices, including talent acquisition, training and development, and performance evaluation systems, to identify key factors contributing to employee efficiency.

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ABSTRACT

Peng Bin. The main directions of the development of modern principles and methods of management in a changing competitive environment

Master's thesis in the specialty 073 «Management», EP «Administrative Management» SNAU, Sumy-2025- Manuscript.

This paper explores the main directions in the development of modern management principles and methods in a rapidly changing competitive environment. Using Spark Education from Guangzhou as a case study, the research aims to analyze the company's management strategies and innovative practices in responding to market shifts and challenges within the educational technology sector. With the rapid advancement of internet technologies and the diversification of educational needs, Spark Education has achieved fast growth through flexible management models, data-driven decision-making, and interdisciplinary teamwork. The paper focuses on modern management approaches in areas such as strategic management, organizational change, and technological integration, and examines how Spark Education maintains its competitive edge in a highly competitive market. The findings demonstrate that Spark Education has successfully navigated market uncertainties through continuous innovation and efficient management mechanisms, offering valuable insights for other companies in the industry.

Keywords: *management, innovation, strategic management, organizational change, educational technology, management flexibility, data-driven decision-making.*

АНОТАЦІЯ

Пен Бін. Основні напрямки розвитку сучасних принципів і методів менеджменту в мінливому конкурентному середовищі.

Магістерська робота зі спеціальності 073 «Менеджмент», ОП «Адміністративний менеджмент» СНАУ, Суми-2025 р.- Рукопис.

Ця робота досліджує основні напрямки розвитку сучасних управлінських принципів та методів у швидко змінюваному конкурентному середовищі. Використовуючи Spark Education з Гуанчжоу як приклад, дослідження має на меті проаналізувати управлінські стратегії та інноваційні практики компанії в умовах змін на ринку та викликів у секторі освітніх технологій. Завдяки швидкому розвитку інтернет-технологій та диверсифікації освітніх потреб, Spark Education досягла швидкого зростання через гнучкі управлінські моделі, прийняття рішень на основі даних та міждисциплінарну командну роботу. Робота зосереджується на сучасних підходах до управління в таких сферах, як стратегічне управління, організаційні зміни та інтеграція технологій, і досліджує, як Spark Education зберігає свою конкурентну перевагу на висококонкурентному ринку. Результати дослідження демонструють, що Spark Education успішно долає невизначеності ринку завдяки безперервним інноваціям та ефективним управлінським механізмам, надаючи цінні висновки для інших компаній галузі.

Ключові слова: *управління, інновації, стратегічне управління, організаційні зміни, освітні технології, гнучкість управління, прийняття рішень на основі даних.*

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INTRODUCTION

In a highly dynamic and competitive global market, enterprises in the education technology sector are facing significant challenges. These include rapid technological advancements, evolving consumer demands, and increased competition from both domestic and international players. To remain competitive and ensure sustainable growth, education companies must adopt modern management principles and innovative strategies to navigate this complex environment. Spark Education, a leading education technology company based in Guangzhou, China, exemplifies the necessity of adopting agile management methods to address these challenges.

The primary objective of this thesis is to explore the modern management principles and methods applicable to organizations operating in fast-changing competitive environments, with a specific focus on Spark Education. This study aims to identify the strategies that have allowed Spark Education to maintain its competitive edge and sustain growth, despite the fluctuations and uncertainties in the market. By adopting advanced management techniques, including strategic planning, technological integration, and organizational adaptability, this research seeks to contribute to the broader field of management practices in the education industry.

To achieve this objective, the thesis will address the following key goals:

1. Analyze the theoretical foundations of modern management principles: This includes examining the evolution of management theories and practices within the context of education technology companies, assessing how these principles have been adapted to meet the unique challenges posed by rapid industry changes.

2. Investigate the decision-making processes in a competitive environment: This section will explore how leadership within Spark Education navigates decision-making amidst uncertainty, focusing on the internal and external factors that shape strategic choices.

3. Identify and evaluate methods for improving organizational efficiency: Emphasis will be placed on the use of data-driven decision-making, the application of innovative technologies, and the fostering of a collaborative culture to enhance the company's responsiveness to market changes.

4. Conduct a case study analysis of Spark Education: This involves a detailed examination of the company's management strategies, identifying the specific practices that have contributed to its success in the education technology industry.

5. Propose new management strategies for competitive environments: Based on the findings, the thesis will offer tailored recommendations for Spark Education, leveraging modern management principles and emerging trends in the education sector to enhance the company's long-term competitiveness.

The object of this study is the management strategies employed by Spark Education in Guangzhou, with a focus on how the company adapts to and thrives in a competitive environment. The subject of the study is the application of modern management methods and strategies in the education technology sector, particularly in response to rapid technological and market changes.

This research holds significant potential for application not only within Spark Education but also across similar enterprises in the education technology industry. By adopting the modern management strategies outlined in this study, companies can

improve their decision-making processes and better position themselves to navigate competitive pressures while ensuring sustainable growth.

The information base for this research includes scientific literature on management practices, competitive strategy, and organizational behavior, as well as internal reports and strategic documents from Spark Education.

Personal Achievements: The results of this Master's thesis are independent developments and recommendations formulated by the author. The study provides a comprehensive analysis of enterprise efficiency and competitiveness, focusing on corporate performance management and strategic development. The research led to the publication of six scientific papers covering key aspects of human resource management, business model innovation, and organizational efficiency. The findings contribute to academic discussions on competitive advantage and offer practical recommendations for improving enterprise performance in dynamic market conditions.

The structure and scope of work. Qualification work consists of an introduction, three chapters, conclusions and suggestions, a list of references, which consists of 50 titles. The main text is placed on 104 pages of computer text, the work contains 11 tables, 4 figures.

CHAPTER 1

CONCEPTUAL AND METHODOLOGICAL APPROACHES TO ENTERPRISE COMPETITIVENESS

As Daniel A. Wren said, the history of human management activities is long. "It can be traced back to ancient Egypt and ancient China, with the construction of the pyramids and the Great Wall being the most obvious evidence. These were grand projects, mobilizing thousands of people, built in ancient times several thousand years ago, taking decades or even centuries of continuous construction to complete. During this process, how could it be ensured that each brick was of the right shape and placed in the right position? How could it be ensured that every worker was performing the correct actions in the right position? Without a doubt, this required a manager to use effective management techniques to ensure that each link functioned smoothly, allowing the workers to complete the tasks effectively."

Management, as an important technical and practical activity for organizing production cooperation, promoting social productivity, and enabling the smooth functioning of society, must not only pursue goals and efficiency but also respect, highlight, and realize the value of people. With the onset of the Industrial Revolution, technical rationality began to expand, permeating the field of management and giving birth to modern management, which is based on instrumentalized thinking, with efficiency at its core [5]. Although the development of modern management theory has seen ongoing interaction between scientific and humanistic perspectives, the logic of

instrumentalized technical rationality—emphasizing efficiency and the use of tools to achieve organizational goals—has always been the dominant principle guiding modern management.

Humans, as social beings, have engaged in management activities within their groups for a long time. Initially, management was primarily based on experience, though there were some reflections, thoughts, and judgments derived from this experience. However, no systematic management theory had emerged. With the Industrial Revolution, productivity rapidly increased, large-scale socialized production became inevitable, and management faced the need for a fundamental revolution due to demands for resource allocation and efficient cooperation in complex production divisions[11]. At this time, with the rapid rise and development of technical rationality, various technical problems in large-scale industrial production were solved, leading people to naturally apply the effective, instrumental logic of technical rationality to management, marking the transition from traditional experience-based management to modern management. This transition is symbolized by the introduction of scientific management theory.

The emergence of scientific management theory was both a response to the needs of large-scale industrial production and a product of the intellectual preparation provided by the Enlightenment. As previously mentioned, the Enlightenment was a period during which instrumentalized technical rationality grew and expanded rapidly. People came to believe that scientific and technological innovations would solve all human problems and contradictions, and the resulting productivity boom only reinforced this belief. With the rise of large-scale industrialization, the need to improve

efficiency and maximize profits became paramount. Factories sought methods to predict demand, ensure sufficient materials, assign tasks effectively, and manage daily activities. Under these circumstances, management theory became highly anticipated, and a modern management theory capable of solving the problems of large organizations emerged. Frederick Winslow Taylor's book *The Principles of Scientific Management*, published in 1911, became the representative work of this theory. The publication of this book marked the formation of scientific management theory and the beginning of the interactive development of modern management theory and practice.

In *The Principles of Scientific Management*, Taylor explicitly stated: "Scientific management is the integration of previously existing elements—that is, collecting existing knowledge, analyzing, combining, and classifying it into rules and principles, thus forming a science." He proposed that this science aims to improve organizational efficiency[23]. To achieve this, workers must be effectively managed, and the following principles must be adhered to[2]:

1. Every motion a worker makes must be analyzed scientifically, replacing past methods based solely on experience.
2. Workers must be scientifically selected, trained, and educated to grow and develop, rather than choosing their work and training themselves as before.
3. Managers must closely cooperate with workers to ensure all tasks are performed according to scientific principles.
4. Responsibilities should be divided equally between managers and workers. Managers must assume tasks for which they are more suited, rather than placing most of the burden on the workers.

Taylor's definition of scientific management and the management principles he proposed clearly reflect the logic of instrumentalized technical rationality—pursuing efficiency and emphasizing technical methods [34]. His management theory is highly practical, with clear, standardized, and normalized processes, effectively solving the problems traditional experience-based management could not address. However, this theory also treated workers as objects that could be fully controlled, manipulated, and reformed by the organization in pursuit of efficiency and goals, neglecting the workers' personal development and intrinsic value. Thus, while instrumentalized technical rationality was applied and strengthened in the management field, leading to the transition from traditional experience-based management to modern scientific management, the value of people was overshadowed by the organization's pursuit of efficiency and goals [41].

The emergence of scientific management theory signifies the infiltration of instrumentalized thinking into the field of management. Its influence on subsequent management theory and practice has been continuous and dominant [50]. However, Taylor himself soon recognized the contradictions and problems that might arise from this shift and sought solutions. One of Taylor's key proposals was a "complete mental revolution."

Taylor believed that "scientific management fundamentally requires a complete mental revolution among workers in any specific institution or industry—requiring them to undergo a complete mental revolution in their attitudes towards their work, their colleagues, and their obligations to their employers [24]. Moreover, scientific management also requires the management team—factory supervisors, company

owners, and board members—to undergo a complete mental revolution in their responsibilities toward their colleagues and workers." Without this mutual "mental revolution," Taylor believed that scientific management would not be possible [35].

Taylor argued that scientific management could foster harmony between workers and managers, with both sides having a new division of responsibilities and collaborating more intimately and amicably than was previously possible. In Taylor's view, scientific management should include the potential for personal development, interaction, and fulfillment for both managers and workers [13]. However, the urgent need to solve production efficiency issues in factories and the integration of humans with machinery meant that Taylor's ideas were not given the attention they deserved.

As scientific management theory spread and became widely applied, its effectiveness in improving efficiency and reducing production costs became widely acknowledged. Taylor's experiment with moving pig iron blocks, for example, achieved a nearly 200% increase in productivity, encouraging more factories to adopt these methods [3]. As productivity rose, costs fell. For example, at the Watertown Arsenal, labor costs for producing specific molds for saddle trees dropped from \$1.17 to 54 cents, and labor costs for producing 6-inch gun mounts fell from \$10,229 to \$6,950.

These improvements in efficiency and reductions in production costs further affirmed the validity of scientific management, based on the instrumental logic of technical rationality. However, the values intrinsic to technical rationality, including some of Taylor's more human-centered predictions, remained neglected [47]. Whether Taylor intended it or not, his theories, which revealed how technical rationality could

achieve efficiency and organizational profit maximization through precise control and measurement of production processes, became the universal principles that modern management would pursue. As the management scholar Urwick said, many of the so-called modern management methods can be traced back to the ideas proposed by Taylor and his followers half a century ago.

Scientific management, as developed by Taylor, laid the foundation for modern management theory. However, its influence extended far beyond Taylor's original ideas, spreading across various industries and evolving as new challenges emerged [12]. This chapter will explore the ways in which scientific management was adopted, expanded, and sometimes misinterpreted, leading to both its successes and its limitations.

After Taylor's death in 1915, the principles of scientific management continued to gain popularity, particularly in the manufacturing sector. Its implementation resulted in a significant increase in efficiency and productivity across industries, as more companies began to adopt its standardized procedures. Taylor's followers, including Henry Gantt and Frank and Lillian Gilbreth, further developed his ideas [7].

Gantt, for example, introduced the Gantt Chart, a scheduling tool still widely used today to plan and coordinate tasks. Frank and Lillian Gilbreth focused on motion studies, seeking to eliminate unnecessary motions in work processes to further enhance efficiency. Their work contributed significantly to the field of ergonomics, with a strong emphasis on worker health and safety, thereby addressing some of the human concerns overlooked in Taylor's original formulation of scientific management.

In the United States, companies like Ford Motor Company became key advocates of scientific management principles. Henry Ford's introduction of the assembly line revolutionized the automobile industry, dramatically reducing the time it took to build a car [20]. Ford's embrace of scientific management allowed him to offer higher wages to his workers while simultaneously lowering the cost of cars, making them accessible to a wider market. This model of mass production soon spread across other industries and countries.

While scientific management brought undeniable improvements in productivity, it was not without its critics. Workers often found the rigid control and the reduction of their roles to simple, repetitive tasks dehumanizing [30]. The focus on efficiency at the expense of worker satisfaction led to high levels of dissatisfaction and, in some cases, outright rebellion. Labor unions, in particular, criticized scientific management for treating workers as machines rather than people, contributing to strikes and labor disputes.

One of the major criticisms was the lack of consideration for workers' well-being. The strict division of labor, where each worker was assigned a specific, repetitive task, often led to physical strain and mental fatigue. This lack of variety and autonomy in the workplace reduced job satisfaction, and although efficiency increased, the cost was often worker morale. This growing dissatisfaction gave rise to movements advocating for workers' rights, as people began to realize that the pursuit of efficiency must be balanced with considerations of human needs and motivations [40].

Additionally, the spread of scientific management principles to sectors beyond manufacturing, such as education and healthcare, proved problematic. The logic of

efficiency and productivity, which worked well in factory settings, did not always translate effectively to industries that required more creativity, flexibility, and interpersonal interaction. For instance, applying strict, time-and-motion principles in education could reduce teaching to a mechanical process, ignoring the unique needs of individual students.

In response to these criticisms, new management theories emerged to address the shortcomings of scientific management. One of the most influential of these was the Human Relations Movement, which arose in the 1920s and 1930s [1]. The Hawthorne Experiments, conducted at the Western Electric Company's Hawthorne plant in Illinois, revealed that worker productivity was not solely determined by physical factors such as lighting or the arrangement of tasks, but also by social factors such as worker morale and the attention paid to them by management.

Led by Elton Mayo, the Human Relations Movement emphasized the importance of human psychology in the workplace. It argued that workers are motivated not only by monetary incentives or the design of tasks but also by social interactions, a sense of belonging, and recognition from management [19]. This movement shifted the focus from purely technical efficiency to include considerations of worker satisfaction, interpersonal dynamics, and the role of leadership in fostering a positive work environment.

The Human Relations Movement marked the first significant challenge to the dominance of scientific management. It demonstrated that while efficiency and productivity are important, they cannot be pursued in isolation from the human element. Managers began to recognize the value of fostering good relationships between

workers and supervisors, creating more collaborative and supportive work environments, which, in turn, led to increased productivity [13].

As management theory evolved, many companies learned to balance the technical and human aspects of work. Modern management practices often integrate both scientific management principles and insights from the Human Relations Movement. Companies now use data and technology to optimize efficiency, but they also recognize the importance of employee engagement, job satisfaction, and work-life balance.

The advent of information technology has further transformed management practices. Data analytics, artificial intelligence, and automation allow for unprecedented levels of precision and efficiency in managing tasks and resources. However, successful companies understand that technology must be used to enhance, not replace, the human aspects of work [26]. Leaders in the tech industry, such as Google and Apple, have been praised for creating environments that foster innovation, collaboration, and employee well-being, while still maintaining high levels of productivity and profitability.

In today's rapidly changing global economy, companies face increasing pressure to remain competitive. The principles of scientific management still play a role in helping businesses optimize operations, reduce waste, and improve performance. However, there is now greater recognition of the need for a holistic approach to management—one that considers not only the technical aspects of efficiency but also the importance of fostering a positive organizational culture, investing in employee development, and promoting sustainable business practices [37].

In today's fast-paced, technology-driven business environment, companies must constantly adapt to stay competitive. Strategic management, which involves the formulation and implementation of major goals and initiatives, is critical for navigating this complexity [31]. It helps organizations align their resources and actions with their long-term objectives while responding to external challenges such as globalization, technological advancements, and evolving consumer preferences. This chapter explores the importance of strategic management, the development of modern management methods, and their applications in companies like Spark Education.

Early contributions from scholars like Alfred Chandler and Igor Ansoff helped define the field, emphasizing the need for companies to align their internal resources with external market opportunities. Chandler's work on corporate strategy, particularly his concept of "structure follows strategy," stressed the importance of designing organizational structures that support a company's strategic goals [13].

During the 1970s and 1980s, strategic management gained further traction with the rise of competitive analysis frameworks, such as Michael Porter's Five Forces model, which allowed companies to analyze their competitive environments systematically. Porter's work underscored the need for companies to understand the forces shaping their industries—ranging from the threat of new entrants to the bargaining power of suppliers and buyers—in order to develop strategies that would give them a sustainable competitive advantage [14].

Globalization and the rapid pace of technological change have had a profound impact on the development of strategic management. As markets became more interconnected and new technologies disrupted traditional industries, companies were

forced to adopt more flexible and dynamic strategies. Globalization allowed businesses to expand their operations beyond national borders, accessing new markets and resources, but it also exposed them to greater competition from international firms.

The rise of the Internet and digital technologies further revolutionized the business landscape, creating new opportunities and threats [8]. E-commerce, for example, enabled companies to reach customers directly and efficiently, while also challenging traditional retail models. The proliferation of data and the growth of digital platforms have made it easier for companies to gather insights about consumer behavior, improve supply chain management, and develop innovative products and services. However, companies must also grapple with new challenges, such as data privacy concerns, cybersecurity risks, and the rapid obsolescence of technology.

Strategic management has evolved in response to these trends, with businesses increasingly adopting more agile and adaptive approaches. Strategies are now often formulated in shorter cycles, allowing companies to respond quickly to changes in the marketplace. Moreover, strategic decision-making has become more data-driven, with advanced analytics and artificial intelligence playing a key role in shaping business strategies.

Spark Education, based in Guangzhou, is a leading example of how strategic management can drive growth and innovation in a competitive environment. Founded with the mission of transforming the education sector through technology, Spark Education quickly established itself as a pioneer in the field of online learning [9]. Its success can be attributed to its ability to align its strategic goals with the evolving needs of the market and its commitment to continuous innovation.

At the core of Spark Education's strategy is its focus on leveraging technology to improve learning outcomes. The company's platform offers personalized, data-driven educational content, enabling students to learn at their own pace while receiving real-time feedback. By utilizing artificial intelligence and machine learning algorithms, Spark Education can provide tailored learning experiences that adapt to each student's individual progress and preferences.

Spark Education's strategic management also involves identifying and responding to emerging trends in the education industry. As demand for online learning surged during the COVID-19 pandemic, the company was quick to scale its operations and expand its offerings [25]. It recognized that parents and educators were looking for flexible, accessible, and high-quality educational solutions that could be delivered remotely. By rapidly developing new features and expanding its curriculum, Spark Education was able to meet this growing demand and solidify its position as a market leader.

Moreover, Spark Education has continuously invested in research and development, ensuring that its technology remains at the forefront of the industry. The company has built strong partnerships with educational institutions, technology firms, and content creators, allowing it to stay ahead of the competition by offering cutting-edge solutions. This commitment to innovation, coupled with a deep understanding of market dynamics, has been instrumental in its sustained growth.

While innovation is essential for staying competitive in today's market, companies must also balance it with operational efficiency. Strategic management plays a crucial role in ensuring that resources are allocated effectively to support both

innovation and core business operations [43]. For Spark Education, this has meant optimizing its platform to handle increasing user demand while keeping operational costs under control.

The company's leadership team has implemented a rigorous process for evaluating new initiatives and allocating resources. This involves assessing the potential impact of new products and services, as well as determining how they align with the company's long-term strategic goals. By maintaining a clear focus on its mission and vision, Spark Education has been able to prioritize investments that drive growth while avoiding distractions that could compromise its operational efficiency.

In addition, Spark Education has adopted a data-driven approach to management, using advanced analytics to monitor key performance indicators (KPIs) and make informed decisions. This has enabled the company to streamline its operations, improve customer satisfaction, and reduce costs. For example, by analyzing user data, Spark Education can identify areas where students are struggling and make targeted improvements to its platform, ensuring that it delivers the best possible learning experience.

CHAPTER 2

THE CURRENT SITUATION OF INCENTIVES FOR M EDUCATION AND TRAINING INSTITUTIONS

2.1 Introduction to the basic situation of M education and training institutions

M education and training institutions was established in 2010 and is located in Zunyi, Guizhou. It is a full-time training school for college entrance examinations and senior high school entrance examinations with a school operating license issued by the education authorities. It currently has a team of professional teachers from various places.

M education and training institutions have transformed from weekend full-subject tutoring at the beginning to a "full-time" tutoring school for junior high school and senior high school. It has small-class teaching, 25 classes, about 500 students, and the number of employees is also increasing. The school adheres to the people-oriented concept, with the purpose of paying attention to students' individuality, respecting students' individuality, cultivating students' learning ability and improving students' learning habits. It has a corporate culture of "every student who comes to M education has made progress", so that every student can make progress. In terms of curriculum setting, the courses mainly include Chinese, mathematics, foreign languages, physics, chemistry, history, geography, physical education and other subjects, and the

curriculum research is based on the senior high school entrance examination and college entrance examination.

M Education and Training Institution has 70 employees, mainly 50 teaching staff and 20 logistics staff. Management staff are concurrently employed by teaching staff. There are 25 teachers concurrently employed in management positions, 2 with less than half a year of service, 4 with 0.5-1 year of service, 7 with 1-2 years of service, 5 with 2-3 years of service, and 32 with more than 3 years of service. The number of people in each subject is: 6 in the Chinese group, 8 in the mathematics group, 12 in the English group, 6 in the physics group, 5 in the chemistry group, 3 in the biology group, 3 in the political group, 3 in the history group, 3 in the geography group, and 1 in the physical education teacher.

Most employees have been employed for more than three years, and there are 25 teachers concurrently employed in management positions (including class teachers). The main departments include the Finance Department, the Teaching and Academic Affairs Department, the Logistics Department, the Labor Union, and the Personnel Department. The Finance Department is mainly responsible for the income and expenditure of various school expenses, including collecting students' tuition, accommodation fees, food fees, canteen expenses, and student information procurement, which are all handled by logistics personnel; the teaching and academic affairs arrangements such as examination room setting, examination schedule, examination meeting, student satisfaction survey, teacher teaching and class scheduling, supervision of teaching and research activities of each subject group, and supervision of subject group leaders to check teachers' homework correction and

teaching progress arrangements are mainly handled by the Academic Affairs Office; the Logistics Department is mainly responsible for the daily management of dormitory for students living on campus, canteen order, classroom, dormitory maintenance management, etc.; the Personnel Department is mainly responsible for recruiting teachers, arranging written examinations and interviews and enrollment, student reception, and student class learning arrangements. The organizational structure of M Education is shown in Figure 2.1

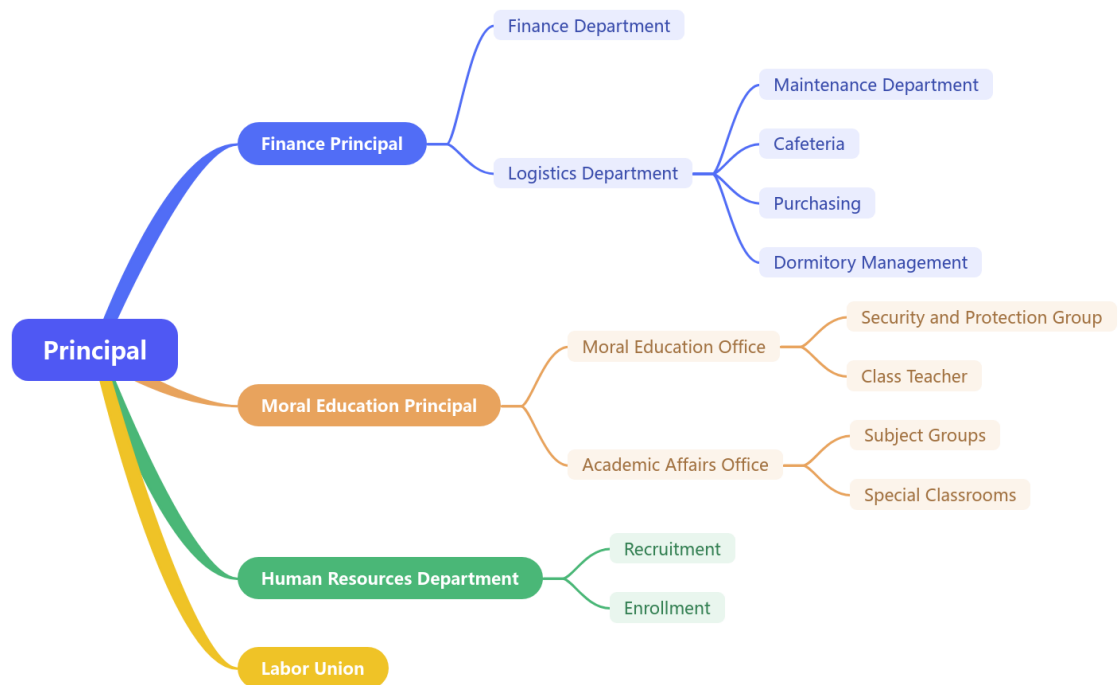


Figure 2.1 - Organizational structure of M education and training institution

Source: generated by the author

As the number of employees increases, M Education and Training Institutions also gradually builds its own employee incentive mechanism. At present, M Education has gradually established incentive mechanisms for various departments. Overall, the existing incentive system of M Education and Training Institutions is not perfect, and

there are still many problems with the incentive measures. M Education and Training Institutions mainly include the following three aspects in employee incentives

The salary of M Education and Training Institutions mainly consists of class fees (skill wages), performance wages, transportation subsidies, and position wages for employees who also serve as managers.

The first is class fees (skill wages). The class fees of employees in M Education and Training Institutions are equal to the total number of class hours in the class they take and the product of the individual class fees of employees. The class teacher will count the class hours at the end of the month, and the class fees will be settled monthly. The number of classes that employees attend will directly affect the skill wages of employees.

The second is performance wages. M Education and Training Institutions do not set a monthly performance wage amount. Employees who fail to meet the daily assessment standards will have their wages deducted from the corresponding wages.

The employee benefits of M Education and Training Institution mainly include statutory benefits, working hours benefits, living benefits, and holiday benefits. Among them, working hours benefits refer to providing employees with paid vacations; living benefits refer to providing employees with free work meals every day and free physical examinations at fixed times every year; holiday benefits refer to holiday rewards for employees on holidays.

Transportation subsidy: M Education and Training Institution gives employees a transportation subsidy of 200 yuan per month.

Management salary: Only managers of M Education and Training Institution have management salary, such as administrative positions and class teachers.

In summary, the salary and welfare system of M Education and Training Institution is relatively simple and does not have a good incentive effect on employees. Performance salary and "college entrance examination award" have a certain incentive effect on employees. Due to different class types, the college entrance examination award is a one-time reward based on the achievement of the standard, without considering the employee's work process, resulting in low incentive valence and low employee enthusiasm.

The performance appraisal of M Education and Training Institution is mainly aimed at the assessment of subject group leaders, teaching staff and class teacher staff.

The assessment of teaching staff in M education and training institutions is mainly based on the number of times employees correct homework, the number of times they participate in the subject group teaching and research activities, the number of lectures they attend, the teaching satisfaction questionnaire survey, and the class attendance system.

Number of times employees correct homework: According to the subject regulations, the number of homework corrections per class per week, the subject group leader will make statistics and report to the Academic Affairs Office, and the Academic Affairs Office will send a specialist to check. Employees who do not meet the standard will have 50 yuan deducted from their wages per time as a penalty.

Number of times they participate in the subject group teaching and research activities: The subject group will conduct teaching and research once a week, and

employees who do not participate will have 100 yuan deducted from their wages each time as a penalty.

Number of lectures: Each employee in a teaching position needs to attend classes twice a month, and submit the lecture record form to the Academic Affairs Office for statistical inspection at the end of the month. Those who fail to meet the standard will have 100 yuan deducted from their wages each time as a penalty.

Teaching satisfaction questionnaire survey: M education and training institutions conduct at least 2 satisfaction questionnaire surveys per semester, conduct anonymous surveys on students, and adjust and rectify subjects with low satisfaction.

Class attendance system: M Education and training institution employees do not need to work in the office. Class attendance is mainly for teaching staff who are late for class, leave early, and skip classes. The summary is made every month. Employees who encounter the above situations will not receive class fees, which will be deducted from the corresponding salary according to regulations.

The assessment of subject group leaders includes whether the subject group leaders organize teaching and research meetings on time every week, whether the weekly and monthly test questions meet the requirements, and the teaching quality of teachers in the group.

The assessment of class teacher employees mainly includes student class management assessment and student dormitory management assessment.

M Although education and training institutions have employee performance appraisals, it is obvious that some management positions do not have an appraisal system. The issuance of year-end wages and college entrance examination awards is

not based on the individual performance appraisal of employees, and the issuance of outstanding employees and outstanding class teachers is not combined with the results of employee performance appraisals.

M Education and Training Institution currently has various positions. Since there is no basic salary, employees in management positions have different salaries from other employees. However, M Education and Training Institution currently provides few promotion positions, and employees have few promotion opportunities. It has not yet established an employee promotion mechanism. There are no clear standards and rules for employee promotion, and employees are confused about their career development plans.

M Education and Training Institution has college entrance examination awards, outstanding employee awards, and outstanding class teacher awards. The college entrance examination award belongs to an annual one-time assessment, and the award is only based on the college entrance examination indicators set by the principal of M Education and Training Institution as a reference standard. The setting of college entrance examination indicators is based on the students' four monthly examination scores. The source of students in each class is unstable, and the difficulty of the examination papers changes every year. Employees do not participate in the setting of indicators, resulting in the subjectivity of college entrance examination indicators. Rewards are given for meeting the college entrance examination standards, and rewards are given based on conversion if they do not meet the standards. The standards for each class are different.

Rewards for outstanding employees and outstanding class teachers are generated based on the recommendations of the subject group and the class teacher, and M Education and Training Institution issues certificates and bonuses.

Although the current reward and punishment mechanism of M education and training institutions focuses on rewards, there is no clear standard for setting rewards, which leads to insufficient employee motivation. Some employees even think that the possibility of getting rewards is very small and do not want to fight for it. Employees cannot exert their enthusiasm and are even unwilling to increase the time for free tutoring for students, making it impossible for the work to produce additional results.

2.2 Analysis of problems and causes of employee incentives in M education and training institutions

Through interviews with some employees of M education and training institutions, it was found that with the gradual increase in employees, the incentive policy of M education and training institutions for employees was also adjusted accordingly. In order to further understand the incentive mechanism of employees in M education and training institutions, we first interviewed and communicated with employees in different positions of M education and training institutions to deeply understand the problems and needs of M education and training institutions in terms of management status, incentive mechanism status, performance appraisal status, employee training, career planning, etc., and then designed an employee satisfaction survey questionnaire through interview and communication summary.

By collecting all questionnaires and sorting out the data of all questionnaires, we can understand the current satisfaction of employees of M education and training institutions with the current incentive mechanism, and understand the shortcomings of employee incentives in M education and training institutions through questionnaire data analysis.

In order to gain a deeper understanding of the current situation of employee incentives in M Education and Training Institution, after understanding the various rules and regulations of M Education and Training Institution, an incentive status outline was designed for the current situation of employee incentives in M Education and Training Institution, and in-depth interviews were conducted with senior leaders, middle-level managers and teaching staff of M Education and Training Institution.

For senior leaders, the design is mainly based on the company's strategic planning, organizational structure design, human resource planning, employee incentive mechanism design, company management goals, and expected results.

For middle-level managers, mainly class teacher management positions, the design is mainly based on the company's current operating mechanism, the performance of employees in teaching positions, the current situation of human resource management, problems in management practice, and the assessment system that needs to be improved and optimized.

The interview outline for employees in teaching positions is mainly designed from the aspects of employees' work content, salary income, job satisfaction, personal growth and development needs, etc.

The selection of interviewees is mainly to extract relevant departments, key positions and representative employees who have a relatively large impact on the optimization of incentive mechanisms from employees at all levels. Senior leaders mainly interviewed the principal of M Education and Training Institution; middle-level managers mainly interviewed the head of human resources and experienced class teachers; teaching staff mainly interviewed employees with personal characteristics in their work performance.

Through the interview survey, we learned the following about M Education and Training Institution:

The business operators of M Education and Training Institution pay more attention to operating income and do not pay much attention to human resources. Human resource planning is limited.

At present, the human resource needs and salary level of M Education and Training Institution are more determined based on the experience of the company's middle and senior management, without scientific research and clear formulation strategies.

The incentive assessment method of M Education and Training Institution is single, the assessment content is simple, the assessment standards are vague and lack scientificity, which makes employees feel that personal efforts and performance cannot be truly linked.

The employee culture construction of M Education and Training Institution is not enough, and the corporate culture construction should be strengthened.

The establishment of the college entrance examination award of M Education and Training Institution does not take into account the work process of employees. The one-time reward makes employees think that the relationship between their work performance and rewards is vague, and the assessment results are egalitarian, and they cannot measure the relationship between their efforts and work performance.

The job responsibilities of M Education and Training Institution are not clear, and the promotion system is not sound. It is unable to provide employees with room for development and career advancement channels. In particular, for outstanding employees, work performance and income are not directly linked, which is not conducive to employee growth.

The powers of managers are not equal, the salary of management positions is high, the management effect is poor, and team collaboration and development are limited.

Some teaching staff of M Education and Training Institution also hold management positions, resulting in a decline in teaching quality or the inability to balance management work.

Employees are concerned about how often their tuition fees can be adjusted and whether there is room for salary adjustment.

Almost all employees interviewed are satisfied with their salary and affirm their work. They believe that their salary is relatively high in the same industry, but at the same time they have paid a lot. Some respondents are not very satisfied with the working environment and feel that M Education and Training Institution does not care enough about them and that the relationship between colleagues is not harmonious.

There is no training mechanism. New employees have unclear work directions after joining the company and grow slowly.

In order to further understand the employee motivation mechanism of M Education and Training Institution, a total of 50 employees in teaching management positions of M Education and Training Institution were surveyed. Based on the interview survey, a satisfaction survey questionnaire was compiled to survey the 50 employees in teaching management positions of M Education and Training Institution. The satisfaction of employees was investigated in depth, and the company's incentive system was adjusted based on the survey results. The result shows that the incentive theory adopts a more effective way to motivate employees. When designing the questionnaire, this paper designs the questionnaire based on the interview survey and the actual situation of M Education and Training Institution, focusing on the content of the incentive mechanism, such as salary mechanism, performance appraisal, promotion training, etc., so that the questions designed in the questionnaire can effectively respond to the problems that may exist in the employee motivation of M Education and Training Institution.

This questionnaire was conducted anonymously and the respondents' personal information would not be disclosed, so that employees could fill in the questionnaire without any worries and according to their actual situation. The questionnaire was targeted at 50 employees in teaching management positions, and a total of 48 questionnaires were collected, all of which were valid. The questionnaire consisted of 55 questions. Questions 1-9 investigated the employees' departments, length of service, salary levels, and salary components. Questions 10-26 investigated the incentive

mechanism, mainly including salary, bonus, and other satisfaction surveys. Questions 27-43 investigated the satisfaction with corporate management, and the content was investigated from the aspects of work environment and work atmosphere. Questions 44-55 investigated promotion and career planning, and the main content was career development and vocational training. According to the survey results, the data was sorted and analyzed, and the results of the analysis of salary and welfare satisfaction and management system satisfaction were summarized in the form of Table 2.1.

In the questionnaire survey on work environment and work atmosphere, the survey on "the biggest problem in current work" shows that 29.1% of employees in M Education and Training Institution believe that the current work pressure is high, 12.5% of employees believe that there are few motivational factors, and 14.5% of employees believe that there are too few promotion opportunities; 29.1% of employees, in the survey on "what aspects the company should focus on to create a corporate atmosphere", 29.1% of employees believe that the construction of corporate culture should be strengthened to improve the centripetal force and cohesion of employees, 33.3% of employees believe that a good incentive mechanism should be established to enhance employees' sense of identity and belonging; 39.5% of employees believe that learning opportunities should be increased to improve employees' professional quality and skills and knowledge. The survey on the current status of training shows that 54.1% of employees in M education and training institutions hope to have more opportunities to go out and study, 72% of employees hope to conduct more case analysis, classroom discussions, and special seminars within the subject group to achieve subject innovation, and more than 58% of employees hope to share and learn with excellent

employees and experts in their profession during work to meet the actual needs of work. 54.1% of employees hope to get solutions to actual problems in their work through training, and employee satisfaction should also be considered during training.

Table 2.1 Satisfaction with salary and benefits and satisfaction with management system

Survey category	Survey content	1	2	3	4	5	Total score	Average score	Satisfaction score
Salary and benefits satisfaction	What is the level of salary income in the same industry?	0	2	13	25	8	183	3.81	3.13
	Is the salary income equal to the difficulty and responsibility of the job?	2	3	16	20	7	171	3.56	
	The degree of linkage between bonus and performance in salary?	25	6	1	9	8	102	2.12	
	Is the salary level setting reasonable?	6	10	15	11	6	145	03.02	
	Are you satisfied with the current salary?	2	12	16	12	6	152	3.16	
Management and system satisfaction	Are you satisfied with the current management status of the company?	2	6	20	15	5	159	3.31	2.94
	Are you satisfied with the work on management innovation and improvement?	4	13	15	13	3	142	2.95	
	Are you satisfied with the leadership management style?	6	10	15	15	2	141	2.93	
	Does the leadership often help you at work?	2	22	15	6	3	130	2.7	
	Do you have the opportunity to talk to your superiors about your feelings and ideas?	7	20	9	8	4	136	2.83	

Source: generated by the author

The employee incentive mechanism of M education and training institutions has the problem of insufficient incentives from different perspectives. According to

Herzberg's two-factor theory, among the hygiene factors, some employees in M education and training institutions are dissatisfied with their salary levels, poor management quality, and low satisfaction with company policies; among the incentive factors, there are problems such as unclear rewards and punishments and criticism at work meetings, which make employees feel dissatisfied and lead to low enthusiasm and motivation for work. Whether M education and training institutions have fair salary systems and performance appraisal systems will directly affect employees' work motivation and behavior. When employees' work needs must be met, there will be a pursuit of the next level of needs. According to Maslow's hierarchy of needs theory, more channels for communication with employees should be established, and employees' relationships and levels should be understood to mobilize the work enthusiasm of employees of M education and training institutions. The process of stimulating the work motivation of employees of M education and training institutions is actually closely related to the fairness of the compensation system, performance appraisal process, and promotion system process of M education and training institutions.

There are problems of imperfect compensation system and performance evaluation in the compensation system.

Employee motivation plays an important role in enterprise management. There are many ways to implement employee motivation in enterprises. According to Herzberg's two-factor theory, motivation factors are factors that make employees feel satisfied, which are mainly composed of material motivation and spiritual motivation. Therefore, no matter how the motivation theory develops, material motivation will be

the most basic and the most important motivation method. The key factor of material motivation is compensation. Salary satisfaction is the level of satisfaction of employees with compensation and treatment, and it is one of the important indicators that determine employee belonging and turnover rate. The equity theory proposed by American behavioral scientist Adams shows that the rationality of wage and compensation distribution and the equity theory have a positive impact on employees' work. Employees' work enthusiasm is related to their actual personal compensation, and they will also be compared with other employees. The rationality of wage design is crucial. The imperfect salary system of M education and training institutions is mainly reflected in the lack of fairness in the current salary distribution of M education and training institutions. It is mainly reflected in the single salary system. Employees' wages are mainly composed of skill wages, management position wages, and transportation subsidies. Employees who hold part-time management positions also have management position wages. Salary adjustments are mainly related to the number of classes and part-time management positions. The satisfaction level obtained based on the questionnaire survey is shown in Table 2.2

Table 2.2 - Salary Satisfaction Survey of M Education and Training Institutions

	Very fair	Fairer	Normal	Unfairer	Very unfair
Number of people	18	18	9	3	0
Ratio	37.50%	37.50%	18.75%	6.25%	0

Source: generated by the author

The analysis of survey results reveals significant shortcomings in M Education's salary system. Only 37.5% of employees are satisfied with their salaries, despite 68%

believing their wages are higher than the industry average. However, 81% feel their compensation matches or is lower than their contributions, while over 40% note a weak correlation between salary and performance, an absence of a transparent determination mechanism, and inconsistencies in pay for similar work.

The salary system lacks internal competitiveness due to the absence of a structured adjustment plan and an imbalanced wage structure. Salaries are determined solely by workload and managerial assignments, with no clear framework for salary revisions. Employees with similar responsibilities experience substantial pay discrepancies, leading to perceptions of unfairness. New employees receive lower wages, and there is no base salary for teaching staff or part-time managers, exacerbating disparities.

The lack of clear criteria for management positions further weakens the system, fostering informal groups and reducing managerial effectiveness. Some managers receive salaries without defined responsibilities, discouraging dedicated employees. Although M Education offers high skill-based and managerial wages, it fails to create internal competition. This results in wage polarization, increased workload, and declining work quality, as responsible and irresponsible employees receive similar compensation.

Performance appraisal is a key management tool, yet the system at M Education and Training Institution remains flawed. Current appraisal criteria include homework corrections, teaching and research activities, satisfaction surveys, attendance tracking, class teacher assessments, and exam-related rewards. However, the system lacks inclusivity, assessing only teaching staff while excluding managerial roles. Moreover,

the evaluation focuses on penalties rather than performance enhancement, with unclear objectives and a lack of quantifiable indicators. As a result, employees do not find the assessments meaningful or motivating.

The institution provides dividend shares to senior teachers to encourage contributions, yet this approach fosters individualism over teamwork. Effective collaboration between teachers, managers, and subject groups is essential, but the current model inadvertently promotes personal achievements at the expense of collective progress.

Another issue is the short-term focus of performance appraisals. Employees prioritize numerical targets, such as the quantity of corrected homework, over qualitative improvements in student performance. Without proper guidance, assessments fail to drive professional growth.

The appraisal system also suffers from inconsistent and non-quantifiable criteria, making it difficult to ensure fairness and objectivity. Assessors hesitate to provide critical feedback due to fear of conflicts, leading to biased evaluations and dissatisfaction among employees. Additionally, the system lacks stability, with indicators frequently changing arbitrarily.

Survey results indicate that over one-third of employees believe the appraisal system needs improvement. The institution lacks a structured approach, clear goals, and a feedback mechanism to address employee concerns. Without precise and well-defined assessment indicators, performance evaluations lose their effectiveness, failing to support employee development.

Furthermore, M Education neglects non-monetary rewards, which are crucial for fostering motivation and engagement. Addressing these shortcomings is essential to creating a fair, transparent, and growth-oriented appraisal system.

Spiritual incentives are internal incentives, which are intangible incentives for employees in terms of spirit. M Education and Training Institution has a flexible working time system, which allows some employees to take care of their families. Also, due to the different nature of the subjects, some employees spend more time correcting homework and tutoring at school and feel dissatisfied because they cannot take care of their families. It does a good job in employee empowerment and boldly encourages employees to work. Employees are also hardworking and capable, but some managers do not give recognition to their work performance, and there is no fair and open promotion system, which makes employees unmotivated. (1) Lack of staff training and insufficient organizational support

M Education and training institutions do not have staff training and no planning for new employees. New employees are mainly assigned to work as part-time class teachers or assist in management positions, and attend classes with subject group leaders. Many new teachers have no practical experience in the classroom and do not know their subject abilities. After working here for a year, they are still unable to teach. These teachers feel that their work is not recognized. Figure 2.1 below is the statistical results of the questionnaire survey on "Possible reasons for employee resignation":

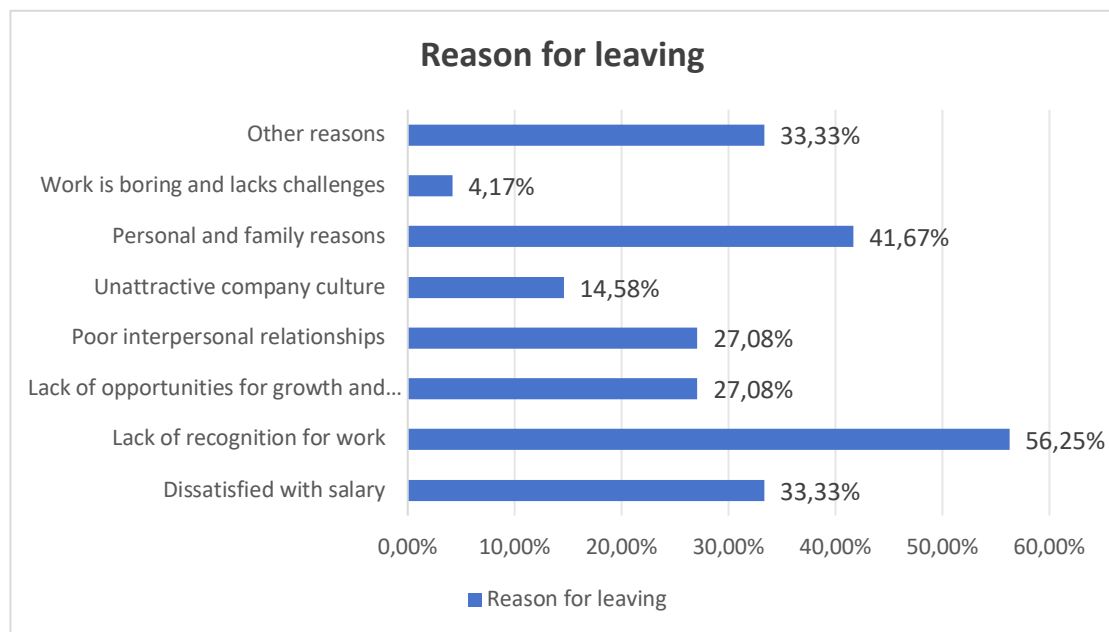


Figure 2.2 - Survey on possible reasons for employee resignation

Source: generated by the author

As can be seen from the above figure, although the hourly wage of M Education and Training Institution is higher than that of other institutions, the excessive work pressure and inability to balance family life have become factors threatening the employee turnover rate. Most employees working in M Education have at least three classes to work on, with 24 classes a week. At the same time, some teachers also serve as class teachers. From the perspective of teaching, these teachers have strong teaching ability and rich teaching experience. For them, in addition to completing the management work of class teachers, they must also complete teaching work, such as correcting homework, analyzing test papers, arranging daily homework, and daily tutoring. Even if the working hours are flexible, they will still cause work pressure and be unable to balance family life. M Education and Training Institution has not made reasonable plans for its personnel management work to help employees better manage teaching and teaching work and class teacher work.

The material incentives for employees of M Education and Training Institution are mainly composed of three parts: position salary, skill salary, and welfare allowances. Position salary management personnel have position salary, such as subject group leader, academic affairs office staff, class teacher, etc. There is no position salary for part-time management personnel. Skill salary refers to the product of the number of classes taught by the teaching teacher and the teaching hourly fee. Welfare allowances include five insurances, vacation, transportation allowance, physical examination, and holiday allowance.

M Education and training institutions have college entrance examination rewards in terms of performance bonuses. In the second half of 2022, there will be excellent class teacher and excellent teacher rewards; college entrance examination rewards are set according to the student admission rate, and class goals are set in advance. If the class goals are completed, corresponding rewards will be given. The amount of college entrance examination rewards changes every year and is uncertain. The reward model has not been determined in the past two years. In 2021, each class needs to meet the standards before it can be rewarded, resulting in only two classes in the whole grade receiving rewards. In 2022, the classes will be rewarded according to the proportion, but the class base is different. Setting rewards with proportions is unfair and does not generate strong positive incentives for employees. The reward system for excellent head teachers and teachers is the first time. There is no clear selection standard. The selection is made by the subject group and the head teacher, and the management personnel conduct the evaluation. Because there is no clear selection standard and reference data, there are many award-winning teachers, and the subjective

factors of the evaluation are relatively large, which leads to some employees feeling unfair and the incentive effect is not very good without role models. Some managers of M education and training institutions do not attach importance to spiritual rewards, do not have specific data statistics and summary analysis of employee work performance, rarely praise excellent teachers at meetings, and let excellent employees share successful cases at work to set an example. Some subject groups also have leaders who cannot unite team members, stimulate the innovation ability of employees within the group, and restrict employee development. They do not grant employees the right to teach freely, which leads to employees feeling that their work performance is not recognized. Through the employee questionnaire survey, "the degree to which bonuses in current salaries are linked to performance is" as shown in Figure 2.3below:

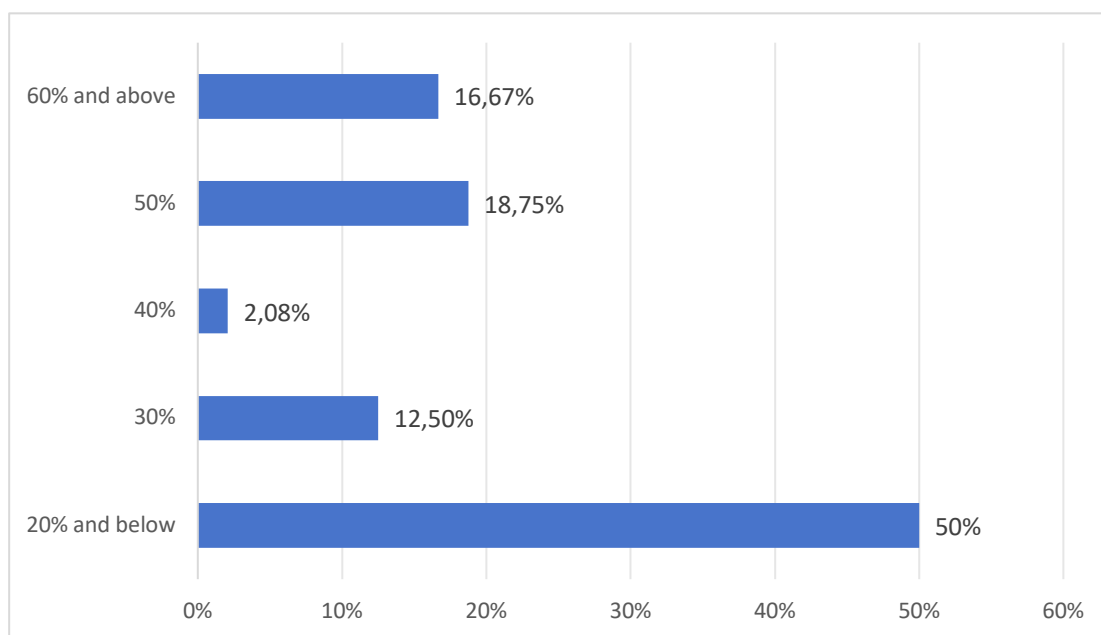


Figure 2.3 - The degree to which bonuses are currently linked to performance
in salary

Source: generated by the author

From the above figure, we can see that 50% of employees in M Education and Training Institution believe that the degree to which bonuses are linked to performance is below 20%. From the survey, we can also see that the proportion of bonuses that can mobilize the enthusiasm of employees is only 6.25%. It can be seen that the incentive effect of bonuses is not ideal.

The incentive system at M Education and Training Institution is overly reliant on material rewards, neglecting non-monetary incentives, which reduces employee engagement. The implementation of material incentives lacks alignment with employee efforts and expectations, leading to dissatisfaction. The selection criteria for outstanding employees are vague, with no specific data supporting evaluations. While employees prioritize financial incentives, the imbalance between different motivation mechanisms creates detachment between staff and management.

The institution offers equity dividends exclusively to senior management and core employees, aiming to align their interests with the organization's long-term goals. However, the absence of a clear selection process undermines its effectiveness. Additionally, there are no consequences for employees who underperform after receiving dividends, reducing the intended motivational impact.

The promotion system is also flawed, lacking clear conditions, methods, and processes. Employees are unaware of promotion criteria or career advancement paths, leading to frustration and decreased morale. Promotion signifies professional growth, yet the absence of a structured mechanism results in uncertainty and dissatisfaction. Furthermore, when promoted employees fail to meet job expectations, dismissals negatively impact their self-esteem.

M Education and Training Institution has both managerial and teaching positions, including department heads, academic directors, and moral education directors, with class teachers managed under the moral education department. However, appointments to management positions are made arbitrarily without defined selection criteria or job descriptions. The assignment of class teacher roles lacks stability, with yearly changes and no standardized criteria for teaching loads, leading to inconsistencies and inefficiencies in workload distribution.

The promotion system of M education and training institutions is not perfect. Some positions are determined by managers through discussion. There are no specific appointment standards and job descriptions, which leads to employees not understanding the content of their work and not being clear about their job responsibilities. There is no standard for selecting employees based on the job position.

The promotion system is not perfect and employees' career planning is limited. The promotion system of M education and training institutions is not perfect. No promotion system has been established for either management or teaching positions. After entering the company, new employees can only attend classes to develop their professional and technical capabilities and wait for the opportunity to attend classes. There is no specific standard to measure when they can attend classes. Employees in administrative and management positions are not clear about the management direction and what the next level of their work is. This limits employees' direct planning and makes them lack enthusiasm for work.

2.3 Analysis of the causes of the problems of the incentive mechanism for employees in M education institutions

Employee needs continuously evolve throughout their careers. According to Maslow's hierarchy of needs, once lower-level needs are satisfied, individuals naturally seek higher-level fulfillment. As company benefits improve and basic needs are met, employees begin prioritizing professional growth and quality of life. Organizations should leverage this progression to enhance motivation.

However, M Education and Training Institution lacks an employee-centered approach in its incentive system. No surveys have been conducted to assess employees' actual needs. In the education and training sector, teaching ability is a core competency, and different employee groups have distinct priorities. New employees seek effective learning opportunities for professional development. Employees with approximately two years of experience prioritize salary increases. Senior teaching staff value flexible working hours and additional benefits. Employees under 30 prefer housing subsidies, while those over 30 aspire to receive equity dividends. To improve employee motivation, M Education and Training Institution should develop targeted welfare programs based on these diverse needs.

Currently, the institution's incentive system is not aligned with company performance. Performance appraisal results are not integrated into the evaluation of outstanding employees or bonus distribution. There is no performance-based salary structure, and penalties are deducted from employees' skill-based wages, reducing motivation. Instead of driving professional growth, performance appraisals primarily

serve as a supervisory tool.

Furthermore, the lack of correlation between salaries and performance discourages employee commitment to student development and overall institutional success. Management does not prioritize performance-based compensation, leading to salary disparities among employees with similar qualifications. The company should restructure the work system and strengthen the management team, establish clear appointment standards for teaching staff, reduce wage disparities among employees with equal skills, introduce performance-based salaries and diversified incentive mechanisms, and enhance employee engagement and loyalty by recognizing and rewarding contributions effectively. By implementing these changes, the institution can foster a more motivated workforce and drive long-term organizational success.

Lack of systematic performance evaluation mechanism - for enterprises, the evaluation of employee performance appraisal can better tap the potential of employees. The main basis for measuring teaching staff in M Education and Training Institution is teaching performance. The management of class teachers is mainly based on class performance, and the teaching performance of subject group leaders is mainly based on the teaching performance of the subject group. Due to the instability of the source of students in M Education and Training Institution, the assessment of performance is subjective to the superiors, and there is no reference standard. Due to the fact that the rules and regulations related to performance appraisal are not sound, the performance appraisal is not systematic, and lacks sustainability, the incentive effect of M Education and Training Institution is not ideal.

Failure to establish an employee training system - M Education and Training

Institution currently has no employee training system. New employees do not understand the corporate culture and find it difficult to integrate into the group. The cultivation of talents is crucial for an enterprise. The leadership of M Education and Training Institution does not attach importance to the cultivation of talents. When recruiting, they tend to recruit employees with teaching experience, but are unwilling to train employees and do not help employees with career planning. For ordinary employees who encounter various work needs at work, the company should provide sufficient support for employees through training, rather than waiting for problems to occur to criticize and blame them, which will not only cause dissatisfaction among employees, but may even cause employees to leave, and will also have a bad impact on the company.

CHAPTER 3

OPTIMIZATION PLAN FOR EMPLOYEE INCENTIVE MECHANISM OF M EDUCATION AND TRAINING INSTITUTION

3.1 Basic ideas and principles for optimizing employee incentive mechanism of M education and training institution

Based on the incentive theory mentioned above, combined with the results of interview survey and satisfaction survey, the specific situation of M education and training institution is analyzed, and the employee incentive mechanism currently implemented by the company is studied. From the aspects of salary system, performance appraisal, spiritual rewards, promotion system, etc., corresponding improvement plans and solutions are proposed, hoping to help M education and training institution to scientifically improve the employee incentive mechanism.

The optimization of employee incentive mechanism should be based on employees, and the company incentive system should be established in combination with the needs of employees. Only by stimulating employee motivation can employees be effectively motivated. Therefore, employee incentives should start from employee needs. According to the actual situation of the enterprise and the personal situation of employees, the combination of enterprise goals and personal goals, the combination of enterprise needs and personal needs is achieved to establish employee incentives. In the implementation of the incentive mechanism, attention should be paid to the

consistency of employee personal assessment and company profit distribution, the fairness of salary and contribution, and the effectiveness of employee personal goals. Fully mobilize the enthusiasm of employees and achieve scientific and effective incentives for employees. When implementing the employee incentive mechanism, attention should be paid to communication and feedback during the operation of the incentive mechanism. The departments should pay attention to the establishment of communication channels and feedback channels, pay attention to the effectiveness and ineffectiveness of the incentive mechanism, replace or adjust the ineffective incentive mechanism in a timely manner, establish a good information channel, establish an effective incentive mechanism belonging to the M education and training institution, and ensure the effective operation of the incentive mechanism.

Optimization principle - based on the employee satisfaction questionnaire survey, fully understand the needs of employees, combine the incentive theory to analyze and improve the assessment mechanism, promotion plan, etc., to form a relatively complete incentive mechanism to stimulate the enthusiasm of employees. The following principles should be followed to improve the employee incentive mechanism:

Combining employee incentive goals with corporate goals - when designing goals, the company should reflect organizational goals and employee needs. The employee incentive plan of the M education and training institution should be combined with the company's development plan and strategic goals. Excellent employees should be selected according to the employee incentive mechanism and policies to cultivate excellent talents. The development of employees is closely related to the development of the enterprise. When setting goals, the M education and training

institution should guide employees to achieve their personal development goals, encourage employees to work hard, and achieve the common development of employees and the enterprise. Through the method of goal incentives, the company's strategic goals are reasonably integrated into the personal performance of employees, and employees are motivated to achieve their goals.

Guidance and need-based principles Employees have different personalities, education, experience, etc., and their needs are diverse. According to the actual situation of employees, diversified employee incentives are adopted. External incentives can only have a better incentive effect when they are transformed into employees' conscious and voluntary actions. After employees determine that the goals are their own needs, they will increase their expectations of the goals. Through corresponding training and guidance, the goal valence can be improved, which can enhance the initiative of employees.

Combining material incentives with spiritual incentives - material incentives are the most common way of employee incentives. We should not only pursue material incentives, but also pay attention to spiritual incentives. According to Maslow's hierarchy of needs theory, when employees meet the lower-level needs, they will pursue higher-level pursuits, and have social needs, respect needs, and self-realization needs. Therefore, spiritual incentives are also very important. Taking combined incentive measures can stimulate the enthusiasm of employees. According to Herzberg's two-factor theory, when employees' health factors, such as salary, working conditions, and benefits, are met, they can only help employees eliminate their dissatisfaction with the company and their work, but will not have much impact on

their enthusiasm. Only intangible incentives such as appreciation, growth, and development from leaders at work can bring employees a positive working state and enable them to produce better work performance.

(Combining short-term incentives with long-term incentives - according to the equity theory, employees will always unconsciously compare themselves with their past and other employees at work, and then make fair judgments. Employees' enthusiasm will be guided by their own contributions and the results of their rewards. If employees think that they are getting fairer, their work enthusiasm will rise. If they feel that they are receiving unfair treatment, they will do nothing or even confront the organization. Employees will continue to work hard and maintain their enthusiasm if they produce good work performance and are rewarded through their own efforts. Therefore, M Education and Training Institutions can encourage hard-working employees through short-term incentives. Combined with the short-term development needs of M Education and Training Institutions, they should also guide employees' work in the long term when designing, realize long-term incentives, and establish a good incentive cycle.

Combination of rewards and punishments - rewards should be given to expected behaviors that meet the organizational goals of M Education and Training Institution, and penalties should be given to undesirable behaviors that violate the organizational goals. Whether it is rewards or punishments, the timing of incentives should be well grasped. If rewards and punishments are not given in a timely manner, it is easy for employees to not pay enough attention to incentives, which can easily cause employee dissatisfaction.

Rewards and punishments should pay attention to the principle of moderation. Rewards should match the difficulty of the work. Too low rewards can easily cause employee dissatisfaction and feel unfair. Similarly, when conducting negative incentives, if the punishment is not strong enough, employees will not pay enough attention to mistakes at work, but if the punishment is too strong, it will affect the enthusiasm of employees.

3.2 Optimization plan of employee incentive mechanism of M education and training institution

The improvement plan of the compensation incentive system of M education and training institution should be optimized and rectified from two aspects, one is the compensation system, and the other is the performance appraisal system. The compensation system should not only be detailed to the level salary of teachers and the level salary of management positions, but also change the irrational and unfounded way of setting wages. The wages of employees cannot be adjusted at will. According to the business ability of employees, the number of classes that employees can teach should be set to increase internal competitiveness.

At present, the salary of teachers in M education and training institution is composed of class salary + position salary + transportation subsidy. The class salary is the class fee per class $\times$ the number of class hours. The class fee per class is divided into three levels: primary, intermediate and senior. There is no rating system. Employees who also serve as managers have position salary. Managers include

institutional managers and class teachers. There is no standard for management positions. Each employee has a transportation subsidy. This is the current compensation system of M education and training institution. According to the specific situation of M Education and Training Institution, it is suggested that the salary system can be improved from the following aspects.

First, increase performance wages and clarify employee work tasks. There is no performance wage in the current salary system. Employees are required to correct homework and complete the corresponding number of corrections, correct test papers on time, participate in monthly and weekly examinations and report their scores, and conduct teaching and research activities. Employees who fail to complete the tasks will have a certain amount of money deducted from their wages. Since employees do not have a basic salary, some employees are dissatisfied, and some employees have high salaries. When the deduction amount is small, employees do not care, which makes it difficult for M Education and Training Institution to conduct assessment work. By increasing performance wages, employees are encouraged to better complete tasks outside of class and help employees improve their work quality. Table3.1 is the employee performance wage design table.

Table 3.1 Employee performance salary design

Employee performance salary	The amount of homework graded meets the standard	The number of test papers graded meets the standard	The number of teaching and research activities meets the standard
Performance salary amount	300	100	100

Source: generated by the author

Add a time-based fee rating system to change the arbitrary nature of salary setting. In the current salary system, there is no rating system for employee time-based fees. The amount of time-based fees for each class is directly negotiated and finalized by the employee and the principal. The salary setting is very arbitrary. Even some employees who have worked in M Education and Training Institution for a period of time have not seen their time-based fees changed.

Table 3.2 Employee tuition fee level design and basic requirements

Title evaluation	Class fee	Basic requirements
Assistant teacher	50 yuan/time	Subject ability is good, classroom management is qualified, and can assist other teachers in teaching
Primary teacher	90 yuan/time	Subject ability is good, classroom management is good, teaching results are good, and the type of class is limited. Teaching age is more than 1 year.
Intermediate teacher	120 yuan/time	Subject ability is good, classroom management is good, teaching results are good, and the type of class is limited. Teaching age is more than 3 years.
Senior teacher	150 yuan/time	Excellent subject ability, excellent classroom management, excellent teaching results, can lead various types of classes, teaching age is more than 5 years
Star teacher	175yuan/time	Excellent subject ability, excellent classroom management, outstanding teaching results, can lead various types of classes, teaching age is more than 8 years.

Source: generated by the author

Therefore, a time-based fee rating system can be added to change the fixed salary structure. The rating system can be used to conduct a comprehensive assessment based on the employee's teaching performance, teaching contribution, teaching ability, etc.

The evaluation time can be carried out periodically. According to the nature of the students taught by M Education and Training Institution, one cycle is from August of each year to June of the following year. The professional title evaluation is carried

out once in August of each year. Employees can apply based on their own working years, teaching achievements, teaching contributions, and teaching abilities. The teaching and academic affairs department will evaluate the employees according to their actual situation. For specific application qualifications, please refer to Table 3.3:

Table 3.3 Employees' eligibility to apply for tuition fees

Title level	Qualifications
Assistant teacher	Basic subject knowledge is good, no working experience required
Junior teacher	An assistant teacher who has taught in M education for one year or a non-M education teacher with a teaching age of more than one year, who can teach classes with poor foundation.
Intermediate teacher	A junior teacher who has taught in M education for more than three years or a non-M education teacher with a teaching age of more than three years, who can teach classes with poor or medium foundation.
Senior teacher	A junior teacher who has taught in M education for more than five years or a non-M education teacher with a teaching age of more than five years, who can teach various types of classes and have excellent teaching results.
Star teacher	A junior teacher who has taught in M education for more than eight years or a non-M education teacher with a teaching age of more than eight years, who can teach various types of classes and have excellent teaching results and teaching achievements.

Source: generated by the author

The specific application process is shown in Figure 3.1.

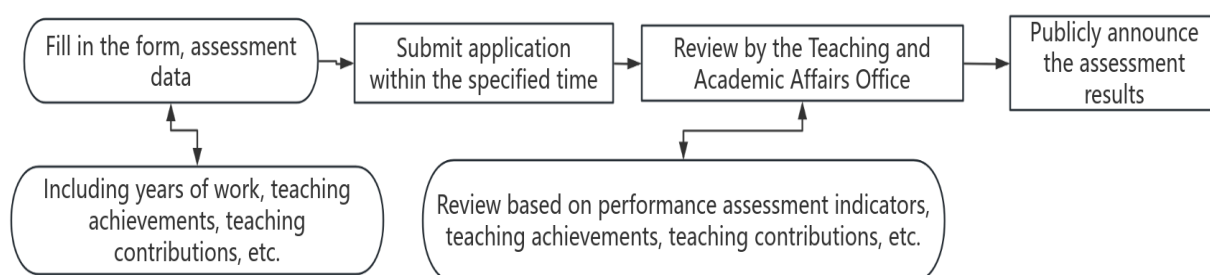


Figure 3.1 - The specific application process

Source: generated by the author

Second, the number of classes that employees can take can be increased to create internal competitiveness. The number of classes that employees can take each year can be set based on the level of their job titles, employee performance appraisals, the progress of their students' grades, work commitment, and employee wishes.

Table 3.4 - Comparison of employee tuition fees

Teacher level	Monthly class fee (32 times/class)	Differential class fee for different levels in one class	Differential class fee for each additional class
Assistant teacher	Not formally teaching courses	-	-
Junior teacher	2880/class	-	2880
Intermediate teacher	3840/class	960	3840
Senior teacher	4800/class	960	4800
Star teacher	5600/class	800	5600

Source: generated by the author

According to the table, the number of classes determines the salary gap, and the number of classes an employee teaches determines the salary gap. If the M education and training institution does not consider the number of classes taught by employees, it will cause a large salary gap between employees, which will also affect the enthusiasm of employees. Therefore, employees at the same level should set the same number of classes. If new classes are to be opened, qualified teachers should be allowed to compete, rather than directly arranged, which will lead to unfairness. Third, increase the salary level of management personnel and clarify the value and significance of job salaries. Cultivate employees with management capabilities. For M education and

training institutions of small and medium-sized enterprises, most of the management personnel are part-time teachers. The company can allocate personnel according to the complexity of the affairs and the difficulty of management, but there is no job description and competition mechanism, which cannot maximize the ability of employees. Even because some employees do not understand management, there is a mismatch between management ability and position, and the management effect is not good; clarify the distribution of department personnel, the distinction of employee salary levels, salary = basic salary + performance salary, and the significance of job setting. For example, the salary design of the teaching department

Table 3.6 - Salary Design for Academic Affairs and Teaching Departments

Academic Affairs and Teaching Department	Basic salary + performance salary
Director	3500+1500
Deputy Director	3000+1000
Team member	2000+500

Source: generated by the author

To enhance employee retention and motivation, increasing the length of service salary and introducing long-term incentives is essential. The length of service is categorized into five levels: less than one year, one to three years, three to five years, five to eight years, and more than eight years. The corresponding salary increments are set at 100, 200, 400, 600, and 1000, respectively. As the length of service salary grows over time, employee loyalty is expected to strengthen, leading to a more stable teaching workforce. Under this revised salary structure, total compensation consists of class

hour salary, performance appraisal salary, transportation subsidy, length of service salary, and management position salary.

To improve the effectiveness of performance evaluation, the appraisal system should align with the institution's strategic goals. Appraisal standards must consider teacher ethics, job performance, teaching quality, task completion, and overall contribution. Evaluations should provide constructive feedback to guide employees' professional growth and encourage positive work behaviors. Performance appraisals should be conducted periodically by relevant departments, grading employee performance to ensure fair recognition and differentiation. Employees making significant contributions should be rewarded, while those who underperform should be held accountable to prevent inefficiencies. A well-structured grading system can serve as a foundation for incentive mechanisms.

Optimizing the performance appraisal system requires focusing on several key aspects. First, both management and teaching staff should be involved in the evaluation process. Evaluating only business outcomes without considering support functions is insufficient. A top-down framework ensures fair assessments for all employees, fostering a competitive and equitable work environment. Managers should act not only as supervisors but also as mentors, helping employees improve their professional skills.

Second, clear and quantifiable assessment standards must be established. Employees need well-defined job responsibilities and performance expectations, with a structured scoring system linked to performance bonuses, job promotions, year-end evaluations, and equity dividend distribution. Transparent evaluation criteria help employees understand their career growth paths and work direction.

Third, the assessment cycle should incorporate both short-term and long-term performance indicators. A balanced approach prevents employees from focusing solely on immediate results while ignoring long-term institutional goals. Monthly or quarterly assessments can be used for short-term performance tracking, while long-term evaluations can align with the institution's academic calendar, spanning from August to June. Some assessments should integrate both short-term and long-term perspectives to provide a more comprehensive view of employee performance.

Since most students entering M Education and Training Institution have weak academic backgrounds, initial assessments primarily focus on building basic knowledge. Therefore, student performance evaluations should be phased, including a first-round review, second-round review, and comprehensive evaluation. This phased approach allows for tracking students' academic progress under the guidance of employees. Analyzing changes in student performance across different assessment rounds encourages employees to engage in independent innovation and critical thinking.

The appraisal results will be statistically analyzed by relevant departments, influencing job title evaluations and position changes at the end of each academic year and in August. Approval for promotions and role changes will be based on a combination of application materials and performance evaluation results.

Sixty percent of an employee's motivation comes from salary satisfaction, while 40% stems from intrinsic motivation. Spiritual incentives play a crucial role in shaping corporate culture and encouraging employees' enthusiasm, initiative, and creativity. Managers should foster an environment of mutual trust, support, and teamwork by

guiding employees' perspectives, showing concern for their well-being, and enhancing overall work efficiency.

Employee training is essential for promoting corporate values, increasing cohesion, and unlocking employees' full potential. Training improves performance levels and helps establish a learning-oriented organization. Currently, M Education and Training Institution does not prioritize training and lacks effective training programs. A survey indicates that about 39% of employees believe that increasing training and learning opportunities would enhance their professional qualifications, skills, and knowledge. To address this, the institution should develop structured training programs tailored to different career stages, ensuring employees continuously develop their expertise and feel valued within the organization.

28% of employees believe that corporate culture construction should be strengthened, and centripetal force and cohesion should be improved. M Education and Training Institution has no employee training system and no new employee training system, which leads to some new employees not knowing how to work and what the key content of their work is after a period of time. According to the characteristics of employees of M Education and Training Institution, the following training systems can be designed.

Employee training at M Education and Training Institution should be comprehensive and aimed at enhancing corporate culture, professional skills, and career development.

Corporate training should cover aspects such as brand culture, strategic culture, business culture, management culture, system culture, organizational culture,

communication culture, and cooperation culture. Strengthening corporate culture will improve team cohesion, increase the vitality of the company, and stimulate the enthusiasm and creativity of employees. A clearly defined corporate culture will help the company strengthen its competitiveness and achieve strategic goals.

To develop professional skills, comprehensive training for teachers should be implemented, including training in pedagogical ethics, professional preparation, analyzing learning situations, and organizing teaching activities. Special attention should be given to training new employees without teaching experience, helping them understand how to work with teaching materials, prepare lessons, and adapt teaching methods to the needs of students. Teachers should learn to analyze students' knowledge levels, learning needs, motivation, and attitudes. This is particularly important because most students at M Education and Training Institution have poor academic backgrounds, so individual approaches are necessary for effective teaching. Teachers should also acquire skills in organizing teaching activities, using interactive methods, group work, and modern technologies to improve teaching effectiveness.

Another area of training should focus on improving the skills of class teachers to enhance their interaction with students and parents. Their training should include developing communication skills, class management methods, supporting students with low academic performance, and establishing effective feedback channels with parents. An important aspect is managing the class teacher's time, as many of them also perform teaching duties, which can lead to overload. Optimizing their schedules will allow class teachers to balance teaching and management responsibilities more effectively, thus improving the quality of the learning process.

Training for management personnel is also a key part of the overall strategy. Managers should improve their management skills, strategic thinking, and decision-making abilities to enhance the overall effectiveness of the institution.

Career planning training for employees should help them better understand their roles within the institution, adapt to the corporate culture, and realize their potential. New employees should have a clear understanding of their career paths, opportunities for advancement, and promotion criteria. Additionally, the training should include an introduction to the company's rules, values, policies, and work standards.

By implementing comprehensive training programs, M Education and Training Institution will be able to create a professional and motivated environment that will not only enhance employee qualifications but also improve students' academic performance.

Material incentives for employees at M Education and Training Institution primarily consist of three components: position salary, skill salary, and welfare allowances. Position salary is given to management personnel, such as subject group leaders, academic affairs staff, and class teachers. Employees who do not hold concurrent management positions do not receive a position salary. Skill salary is determined by the number of classes taught by the teaching staff multiplied by the hourly teaching fee. Welfare allowances include benefits such as five types of insurance, vacation, transportation subsidies, physical examinations, and holiday allowances. While M Education and Training Institution has a relatively solid material reward system, employee satisfaction remains low. Upon analysis, it is found that the dissatisfaction stems from unclear performance-based rewards and a lack of attention

to spiritual incentives.

Table 3.8 - Details of the establishment of college entrance examination awards

Class type	Basic reward amount	Basic money × 100%	College entrance examination target not achieved	
College entrance examination repeater class (36 people)	36 × 1400 = 50400	1. The college entrance examination target stipulated by the school is achieved		
		2. Excellent feedback from parents' questionnaire		
College entrance examination cultural class (20 people)	20 × 2000 = 40000		Basic money × 50%	Basic money × 20%
		1. The college entrance examination target stipulated by the school is achieved	1. Excellent student management process (including teachers)	1. Pass the student management process (including teachers)
		2. Excellent feedback from parents' questionnaire	2. Excellent feedback from parents' questionnaire	2. Unqualified feedback from parents' questionnaire
Art examination cultural class (20 people)	20 × 1500 = 30000	1. The college entrance examination target stipulated by the school is achieved		
		2. Excellent feedback from parents' questionnaire		
College entrance examination target is set according to the current situation of the class, and the reward amount is not divided into first and second books.			College entrance examination target is exceeded	
			Excess basic reward increases by 3500/each	

Source: generated by the author

To address this, a clear performance appraisal and reward system should be established, tailored to the characteristics of M Education and Training Institution's teaching cycle. A college entrance examination award should be introduced, with the reward amount determined based on enrollment and class type. The award distribution

will be guided by several factors: the class teacher's management assessment, the teacher's performance during the teaching process, the results of the college entrance examination, and feedback from parents. M Education and Training Institution offers various classes, such as college entrance examination repeater classes, college entrance examination cultural classes, and art examination cultural training classes. Classes will be divided according to students' entrance examination scores, and the class teacher assessment will focus on the teacher's services to both parents and students, as well as the completion of school task indicators.

In terms of parent services, class teachers are expected to understand parents' needs and provide timely updates on students' test scores and learning progress. For student services, teachers should be proactive in identifying students' potential, providing support, and helping students manage their learning time. School task indicators refer to daily management duties, such as overseeing morning and afternoon self-study sessions, as well as evening duties, in coordination with the school.

The evaluation of teachers' teaching performance will mainly be carried out by the academic affairs and teaching departments. The college entrance examination results will be compared to the targets set by the school, based on students' exam scores from the previous semester and joint exam results in January.

A one-month parent feedback mechanism will be established after the college entrance examination results are released. Parents will be able to offer suggestions or feedback to the academic affairs and teaching departments. The details of the college entrance examination award plan will be finalized based on this system.

Table 3.9 - Class teacher performance appraisal scoring details

	Additional points rules	Additional points value	Deduction points rules	Deduction points value
Class teacher	The overall ranking of the class in the monthly exam has improved significantly	20 points	The overall ranking of the class in the monthly exam has declined significantly	Deduction 10 points
	The college entrance examination target has been achieved	20 points	The college entrance examination target has not been achieved	Deduction 10 points
	The top three in the monthly class classroom and dormitory management evaluation	15 points for the first place, 10 points for the second place, and 5 points for the third place	Late for morning self-study, early departure, and absence from the class during self-study	Deduction 10 points
Class teacher	Home-school contact, contact each parent at least once per semester and record	10 points	Absent from the class teacher meeting	Deduction 10 points
	Complete the materials and records of the parent meeting	10 points	Failure to submit the basic information statistics of students and various forms on time	Deduction 10 points/time
	Full attendance per month	20 points	Home-school contact, at least contact with each parent once per semester, not recorded	Deduction 10 points
	Complete the task during the student fee payment settlement period	10 points	Parent-teacher meeting materials not prepared, not recorded	Deduction 10 points
	Top three in various activities	15 points for the first place, 10 points for the second place, 5 points for the third place	Failure to deal with student violations in a timely manner	Deduction 20 points
			1 student lost	Deduction 10 points
			Failure to submit the class teacher manual in a timely manner	Deduction 20 points

Source: generated by the author

Because the nature of M education and training institutions is a service industry, home-school communication and teaching work are very important. It combines college entrance examination rewards with daily employee assessments, reasonably uses assessment indicators to motivate employees, creates better performance, and also provides good services to students and parents to establish a good reputation. Second, through performance appraisal, award outstanding employees, outstanding class teachers, and outstanding managers to set an example. Performance appraisal is not only linked to employees' performance bonuses, but also assigns points to employees. When selecting outstanding employees, outstanding class teachers, and outstanding managers, they are ranked and awarded according to the ranking order.

The class teacher performance appraisal scoring rules are structured in a way that some appraisals are linked to regular performance salary, with overall scores used for year-end evaluations. The evaluation of class teachers is conducted with reason and evidence, and employees are positively motivated by adding points and negatively motivated by deducting points. These principles are implemented through specific rules, aiming to set reasonable expectations and establish a reward system. According to Vroom's expectancy theory, motivation is the product of valence and expectation. When employees perceive that the reward for achieving a goal is worth their efforts, the valence of their work becomes high. At the same time, when employees believe that the possibility of achieving the goal is high, their motivation will be strong, leading them to work harder. Therefore, whether establishing college entrance examination rewards or evaluating outstanding employees, teachers, and managers, the evaluation rules should be refined, reward amounts should be clarified, and evaluation activities

should be used to set an example. Spiritual rewards, such as recognition of employees' work performance, should encourage employees to work actively.

Furthermore, M Education and Training Institution should enrich communication channels with employees to better understand their needs. These channels could include seminars, book sharing, and one-on-one interviews. Caring for employees through gestures such as greeting cards, gifts on birthdays, and other forms of humanistic care helps increase employees' sense of belonging. Additionally, when employees experience personal milestones, such as marriage, childbirth, or illness, or when their families face difficulties, the institution should offer condolences and support. Each department and subject group should regularly organize team-building activities to foster trust. Employees should be trusted at work based on assessments, with appropriate delegation of power. Holding seminars to listen to employees' opinions and suggestions encourages their active participation in work. The institution should be tolerant and supportive in management, educating employees with care, praising them publicly, and offering constructive feedback.

In terms of a long-term incentive mechanism, M Education and Training Institution currently offers equity dividends, but these are mainly available to senior management. Ordinary employees are not provided with a clear path for earning dividends, making the offer feel like an empty promise. According to Maslow's hierarchy of needs theory, when lower-level needs are met, employees strive for higher-level needs. To effectively motivate employees, it is important to understand which stage they are at in their needs. For exemplary employees, promotion opportunities and incentives that align with their performance are necessary, such as

stock dividends. Therefore, the equity dividends at M Education and Training Institution can be tied to employee promotion plans and performance assessments, with a clearly defined evaluation cycle.

Additionally, job responsibilities should be improved, focusing on employees' personal business capabilities. Job responsibilities refer to the specific tasks and duties that a position entails, including the scope of responsibility. Whether part-time or full-time management, each position should be clearly defined. M Education and Training Institution currently lacks clear job responsibilities, which has led to a lack of accountability among some managers and employees. To address this, the institution should establish clear job positions based on the current scale of the organization and the needs of the tasks. This should include creating detailed job responsibilities for different roles, such as management, teaching, and administrative positions. For example, job responsibilities for teachers should be categorized based on their professional titles, with different levels for primary, middle, and senior/advanced teachers. Organizational assessments should be conducted to evaluate basic skills and teaching abilities. Additionally, job qualifications, such as senior titles for teachers in college entrance exam repeater classes, should be specified, along with promotion standards and paths to clarify job goals and responsibilities according to the nature of each role.

Second, it is important to compile job responsibilities for management positions in M Education and Training Institutions. These include determining the purpose, responsibility goals, work responsibilities, and assessment indicators for subject group leaders, academic directors, moral education directors, class teachers, and personnel

department directors. Clarifying these management roles and responsibilities ensures that the management environment is well-defined and that qualifications are specified. The mutual relationships between management positions should be clearly determined to ensure a scientific allocation of work, which will enhance internal competition, maximize resource allocation, and better identify and utilize talent. Clear job responsibilities provide a foundation for organizational assessment, reduce errors in work, and improve efficiency and work quality.

Next, improving the promotion system is essential for establishing a multi-channel promotion mechanism. Currently, the promotion system at M Education and Training Institutions is inadequate. Teachers' positions are determined based on experience, education, and teaching skills, but employees are unclear about when they will be evaluated for professional titles, and new teachers may not know when they can start teaching. To improve employee motivation, the promotion system must be enhanced. First, M Education and Training Institutions should create a fair, transparent, and open competition mechanism that standardizes the promotion process. Second, promotions should be based on teaching positions, class teacher roles, and administrative roles. For teaching positions, employees will be evaluated annually in August based on their teaching performance, academic affairs assessment, years of experience, and other criteria. Class teacher roles can be assessed based on class teacher evaluations, the number of referred students, and parental feedback. Administrative roles can be evaluated based on departmental performance and employee satisfaction. Additionally, irregular promotions can be made for employees who show outstanding

performance or make special contributions during the year, with new employees in internship periods being recommended for early completion if they perform well.

Third, M Education and Training Institutions should establish specific review standards for promotion conditions. Promotions should always be based on performance, and the ability review classification should not distinguish between job types. The promotion review criteria should be formulated according to the different positions, ensuring employees understand the requirements for promotion to specific roles. In terms of promotion procedures, M Education and Training Institutions should develop a human resources department. Department heads can report vacant positions to the human resources department, which will review and present the position to the principal. After approval, the human resources department will issue a competition notice and prepare for the competition process. Employees can apply based on their qualifications, and department heads can recommend candidates. A capacity analysis, evaluation, and assessment will be conducted to determine the final candidate, who will then receive a temporary appointment letter. The results of the competition will be announced. Employees who do not pass the assessment will be removed from their temporary role, while those who pass may apply for regularization. The promotion mechanism must adhere to the principles of valuing both morality and performance, combining step-by-step promotions with skipping promotions, and offering both linear and cross-promotions with the possibility of upward or downward movement.

3.3 M Education and Training Institution Employee Incentive Guarantee

Measures

The implementation of the incentive mechanism of M education and training institutions requires the active support of management. The specific design of the incentive mechanism of M education and training institutions is optimized according to the actual situation of M education and training institutions. No matter how good the design is, if it is not implemented, it is just talk on paper. Therefore, the support and attention of senior management are needed to combine the theory of the incentive mechanism of M education and training institutions with practice and implement it in the work of M education and training institutions. It is necessary to attach importance to the power of department management. The power of the management department cannot be underestimated in an M education and training institution that has a profound impact on M education and training institutions. Managers have the role of leaders. Their management concepts and management methods do not attach importance to the implementation of the incentive mechanism, which is bound to make it a formality. Employees and managers related to the incentive mechanism will lose their work enthusiasm and sense of responsibility, resulting in the incentive mechanism failing to achieve the purpose of motivating employees, which is not conducive to long-term development and cannot improve the work atmosphere of M education and training institutions. In order to smoothly carry out the reform of the incentive mechanism, first of all, we must have a new understanding of the current incentive situation, strengthen the sense of responsibility of managers, and realize the importance of incentive

mechanism reform. It is also the need for M education and training institutions to change the status quo. We should analyze the current incentive situation of M education and training institutions, understand the actual situation of the incentive mechanism of M education and training institutions, formulate specific implementation plans, and managers should do a good job in organization, leadership, coordination, and control to ensure the implementation of the work. Secondly, during the implementation process, managers should actively participate, ensure fairness, play a leading role, and ensure effective supervision and control during the implementation process with employees as the center.

To ensure continuous improvement, M education and training institutions must enhance their performance management system by aligning appraisals with job descriptions and employee roles. Performance evaluations should cover aspects such as initiative, teamwork, professionalism, and efficiency, directly linking assessment results to salaries, bonuses, and promotions. A transparent scoring system will ensure fairness, with timely feedback and appeals mechanisms to prevent biased evaluations.

The human resources department should play a central role in standardizing incentive mechanisms, improving personnel records, and ensuring fair selection and promotion processes. A dedicated implementation and supervision team should coordinate assessment criteria, summarize evaluation results, and adjust policies when necessary. Clear reward and punishment systems should enhance transparency in bonus allocation and promotions, fostering employee motivation and engagement.

Effective communication is crucial for employees to understand the incentive system. Managers should regularly explain performance standards, gather feedback, and strengthen team spirit through meetings, manuals, and surveys. Diverse communication strategies should link incentives with both internal corporate operations and external market conditions, encouraging employee participation.

Financial stability is essential for sustaining incentives, covering salaries, bonuses, and professional development programs. Budgeting must prioritize fair compensation and benefits, ensuring employees are rewarded for their contributions while maintaining cost efficiency.

To sustain motivation, institutions should guarantee long-term professional development through training programs, skill-building workshops, and structured career progression. A stable assessment system fosters both experienced employees' engagement and newcomers' adaptability.

Lastly, corporate culture must integrate with incentive mechanisms to foster a shared vision. Employees who identify with the organization's mission are more likely to contribute actively. Encouraging team-based learning, professional competitions, and collaborative teaching initiatives will further strengthen motivation and institutional development.

CONCLUSIONS

This paper takes M education and training institutions as the research object, studies the employee incentive mechanism of M education and training institutions, analyzes the current situation of the incentive mechanism of M education and training institutions, and analyzes the problems of M education incentive mechanism reflected by employee interviews and questionnaires, and optimizes the existing employee incentive plan of M education and training institutions by combining the theory of demand hierarchy, equity theory, and expectation theory. Clarify the specific improvement plan in the incentive system of M education and training institutions, and finally propose the safeguard measures in the implementation process of the incentive mechanism in M education and training institutions, mainly forming the following conclusions:

The existing incentive mechanism of M education and training institutions is imperfect and has not achieved the expected incentive effect.

From this article, the salary system of M education and training institutions has a single assessment method, simple assessment content, lack of scientific assessment standards, too small performance-salary gap, and does not give full play to the significance of bonus incentives, resulting in low employee enthusiasm. In terms of spiritual incentives, there is a neglect of spiritual incentives, unclear spiritual incentive objects, lack of scientific standards, and unfairness. There are not many promotion opportunities and they are not clear. Employees do not have a clear direction to work towards. The degree of participation in setting goals and plans is not high, which makes

employees think that the possibility of achieving goals is not high, and the promotion level is limited, resulting in a lack of strong motivation. The incentive plan for employees of different ages, different lengths of service, and different positions is single, formalistic, and lacks a long-term incentive system. The problems to be solved include improving the employee salary system of M Education and Training Institution, enriching the reward plan, and improving the target valence of employees; strengthening the construction of the employee spiritual incentive system to improve employee loyalty and the degree of effort in work goals; and building an M education employee work incentive system to improve employee expectations. Not only is the salary system imperfect and the performance appraisal system imperfect, but more importantly, the design of the entire human resources system is unclear, resulting in low work enthusiasm of employees in M Education and Training Institution. The overall design of the incentive mechanism lacks scientificity, lacks a reasonable organizational structure, the positioning between departments is unclear, the collaboration is not good, and the incentive mechanism is not targeted. There are imperfect job responsibilities and imperfect promotion systems in the job promotion system, resulting in unclear work goals for employees, slow progress for new employees, and heavy workload for old employees. Therefore, in view of the current situation of employee incentives in M education and training institutions, it is proposed to improve the salary system, enhance employee competitiveness, enrich performance appraisal, and improve the effectiveness of performance appraisal; increase employee training, enrich employee training to help employees grow; clarify material rewards, attach importance to spiritual rewards, understand employee needs and increase long-

term effective incentives; improve job responsibilities, establish a multi-channel promotion mechanism, etc. (II) The implementation of employee incentive mechanisms must be continuous to be effective. Analyzing the current situation of the incentive mechanism of M education and training institutions, the annual college entrance examination awards, class teacher management, teaching and academic assessment systems, etc., because M education and training institutions do not have a stable incentive assessment system, resulting in practitioners not having a good sense of work, no good inheritance, and no good continuity. Therefore, the study concluded that M education and training institutions should attach importance to the construction of human resources departments, assist each department in work, establish effective and reasonable employee assessment and incentive mechanisms, and unify the college entrance examination award assessment system, class teacher management system, and teaching and academic assessment system. (III) Employee motivation is a long-term and systematic work. For M education and training institutions, only by establishing a good employee motivation mechanism can the good development of the enterprise be guaranteed. The implementation of the employee motivation mechanism is inseparable from the enterprise's job guarantee. It must be combined with the current situation of M education and training institutions, employee needs, and the future development strategy of the enterprise to ensure the effectiveness of the incentive mechanism. Only by relying on the guarantee of various systems, the guarantee of culture, and the guarantee of professional skills can this long-term work be done systematically and excellently.

Although this paper is based on the employee motivation theory to optimize the employee incentive mechanism of M education and training institutions, and analyzes the problems and reasons of the current situation of employee incentives in M education and training institutions, the research of this paper is limited.

First of all, due to the different classifications of education and training institutions, it may not be applicable to all education and training institutions. The number of samples in this paper is limited, and the education level in different regions is different, so the research can only be applied to education and training institutions with similar economic levels, the same type, and the same size. The conclusion of the study is only to analyze and propose countermeasures based on the common problems of employees. In addition, the initiative factor of employees is relatively large, and there are also influences from positions and abilities. Only continuous research can better improve the construction of the employee incentive mechanism of M education and training institutions. According to the research and analysis of the paper, the employee incentive of M education and training institutions is imperfect, and is mainly based on employee skill compensation. A single incentive method can no longer meet the needs of employees. Establishing a diversified employee incentive mechanism is a reform that M education and training institutions must carry out at this stage. Through the research on M education and training institutions, we hope to play a role in the following aspects: (i) According to the reform of the performance system and the operation of the specific scoring system, the assessment of employees of M education and training institutions will be specific, with specific data for professional title assessment of all positions, to enhance employee incentives, and better cooperate with

the professional title assessment of teachers in M education and training institutions, and the promotion assessment of class teacher positions and administrative positions, so as to select core talents for the development of M education and training institutions.

(II) In the face of the market with incentive competition, in the new policy and environment, in order to better mobilize the enthusiasm of employees to work, it can not only improve the efficiency of the enterprise, but also find new opportunities for themselves in the new environment. With the development of M education and training institutions, it is effective for the employees of M education and training institutions to improve the employee incentive mechanism. In the process of personal growth, whether each employee's ability is better exerted will play an important role. At the same time, it can become a leader in the same industry, set an example for employee incentives, and play a certain reference role.

Peng Bin.

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APPLICATIONS



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МАТЕРІАЛИ

II Міжнародної науково-практичної конференції
**«Стратегічний менеджмент агропродовольчої
 сфери в умовах глобалізації економіки: безпека,
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У матеріалах конференції розглядаються безпекові та інноваційні особливості стратегічного менеджменту агропродовольчої сфери в умовах актуалізації лідерства в глобальній економіці; практичні рекомендації щодо адаптації, протидії ризикам та підвищення ефективності розвитку суб'єктів господарювання.

Збірник розрахований на науково-педагогічних працівників, аспірантів, здобувачів закладів вищої освіти, фахівців-практиків.

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THE MAIN DIRECTIONS OF THE DEVELOPMENT OF MODERN PRINCIPLES AND METHODS OF MANAGEMENT IN A CHANGING COMPETITIVE ENVIRONMENT: A CASE STUDY OF SPARK EDUCATION

In the rapidly evolving educational landscape, organizations must adopt modern management principles and methods to thrive amid increasing competition. Spark Education, a prominent educational institution, showcases effective management strategies that address the challenges of a dynamic market. This paper examines the primary directions of management development within Spark Education, focusing on adaptability, innovation, digital transformation, and customer-centric

approaches. By analyzing relevant literature, we aim to highlight the best practices that drive Spark Education's success in a competitive environment.

Adaptability is a fundamental principle guiding the management practices at Spark Education [1]. The organization recognizes the need to remain flexible in response to market changes and emerging trends. By fostering a culture of agility, Spark Education encourages its staff to embrace change and respond proactively to new challenges. This adaptability is essential for developing programs that align with current educational demands, thereby enhancing the institution's competitiveness.

Innovation is another critical direction for Spark Education's management practices [2]. The institution continually seeks to improve its educational offerings by integrating new teaching methodologies and technologies. For instance, Spark Education has adopted blended learning models that combine traditional classroom instruction with online components. This innovative approach not only enhances the learning experience for students but also positions Spark Education as a leader in modern educational practices.

Digital transformation plays a pivotal role in Spark Education's management strategy [3]. The organization leverages digital tools and platforms to streamline operations and enhance service delivery. By implementing an integrated management system, Spark Education improves communication and collaboration among staff, students, and stakeholders. This digital focus allows for real-time feedback and data-driven decision-making, ensuring that the institution remains responsive to the needs of its community.

Customer-centric approaches are integral to the management practices at Spark Education [4]. Understanding the needs and preferences of students and parents is essential for delivering high-quality educational services. Spark Education conducts regular surveys and feedback sessions to gather insights from its stakeholders, enabling the organization to refine its programs and improve overall satisfaction. By prioritizing customer feedback, Spark Education enhances its reputation and strengthens its competitive position in the education sector.

Moreover, Spark Education emphasizes continuous professional development for its staff [5]. The institution invests in training programs that equip educators with the latest pedagogical techniques and management skills. By fostering a culture of lifelong learning among its employees, Spark Education not only enhances the quality of education

provided but also cultivates a motivated workforce that is better prepared to navigate the complexities of a changing educational landscape.

In conclusion, Spark Education exemplifies how modern management principles and methods can be effectively developed and implemented in a competitive environment. By focusing on adaptability, innovation, digital transformation, customer-centric approaches, and continuous professional development, Spark Education positions itself for sustained success in the dynamic world of education. This case study highlights the importance of proactive management strategies in fostering organizational resilience and effectiveness amidst ongoing change.

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IMPROVING EMPLOYEE EFFICIENCY IN ORGANIZATIONS: A CASE STUDY OF HUAWEI TECHNOLOGIES CO., LTD.

In today's competitive business landscape, enhancing employee efficiency is crucial for organizations striving for success. Huawei Technologies Co., Ltd., a leading global information and

**СУМСЬКИЙ НАЦІОНАЛЬНИЙ АГРАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ЕКОНОМІКИ І МЕНЕДЖМЕНТУ
КАФЕДРА ОБЛІКУ І ОПОДАТКУВАННЯ**



МАТЕРІАЛИ

ІІІ МІЖНАРОДНОЇ НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ

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БУХГАЛТЕРСЬКОГО ОБЛІКУ, АУДИТУ ТА
ОПОДАТКУВАННЯ В УМОВАХ
ГЛОБАЛІЗАЦІЇ»**

19 листопада 2024 р.

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Federation of
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Accountants and
Financiers
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МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
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ІНСТИТУТ ОБЛІКУ І ФІНАНСІВ НАЦІОНАЛЬНОЇ АКАДЕМІЇ АГРАРНИХ
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IMPROVING THE EFFECTIVENESS OF EXISTING MANAGEMENT METHODS OF THE ORGANIZATION (ENTERPRISE, INSTITUTION)

Effective management is an important element in shaping the success and sustainability of any organization. The modern business sphere is changing extremely quickly, and organizations must be able to quickly adapt to it and improve management methods in order to remain competitive. In this article, we explore strategies for improving the effectiveness of existing management practices.

Note that management methods are methods of influencing individual employees and labor teams as a whole, which are necessary to achieve the goals of the firm (enterprise, organization).

Management of a firm (enterprise, organization) is aimed at people, their interests, primarily material. Therefore, the basis of the classification of management methods is the internal content of the motives that guide a person in the process of production or other activities. According to their content, motives for activity can be divided into material, social, and motives of a coercive nature. Accordingly, economic, socio-psychological and organizational methods of managing the activities of employees are distinguished.

Economic methods of management are such methods that realize the material interests of human participation in production processes (any other activity) through the use of commodity-money relations.

Socio-psychological methods of management implement the motives of human social behavior. After all, the level of modern production, the growth of the general education and professional qualification level of employees lead to significant changes in the system of value orientations and the structure of the motivation of people's labor activity. Traditional forms of material incentives are gradually losing their priority stimulating influence.

Organizational management methods are a set of ways and techniques of influencing employees, based on the use of organizational relations and the administrative power of management.

All the mentioned methods of managing the activities of enterprises are organically interconnected and are used not in isolation, but in a complex manner. However, economic methods should be considered the leading ones. Organizational methods create prerequisites for the use of economic methods.

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Management methods are a technological manifestation of management actions related to performance management functions. In general, the effectiveness of using management methods depends mainly on the level management qualification, which requires systematic and purposeful preparation and daily use of various strategies of influence on the team and individual employees.

The first strategy for improving the effectiveness of organizational management methods is the introduction of the latest technological achievements in one's field of activity. In today's digital age, organizations can use technology to streamline processes and improve decision-making. Implementing advanced software for project management, data analysis and communication can significantly increase efficiency.

One of the key avenues for enhancing organizational effectiveness is the seamless integration of technology into management practices. Automation of routine tasks, implementation of advanced analytics, and the use of collaborative platforms can streamline processes, reduce errors, and enhance decision-making. By embracing digital tools, organizations can improve efficiency, agility, and overall performance [1, p. 313].

The second strategy is flexible management of the organization. The traditional hierarchical management model is giving way to more flexible approaches. Flexible methodologies borrowed from the field of software development are used in various industries. This enables faster adaptation to change, enhanced collaboration and a more responsive organizational structure

Investing in employee development is an important strategy. Investing in employee development through continuous learning initiatives is a powerful strategy for improving management methods. A learning culture encourages innovation, adaptability, and a growth mindset among employees. This can be achieved through training programs, mentorship, and the provision of resources for skill development [2, p. 56].

A well-trained and motivated workforce is a valuable asset. Organizations should invest in continuous learning programs to keep employees up-to-date with the latest skills and knowledge. In addition, fostering a culture of continuous learning and professional growth promotes innovation and productivity.

Data-driven decision-making is also a strategy for improving organizational management practices.

Data analytics is changing how organizations work. Using the power of data, managers can make informed decisions, identify areas for improvement, and optimize processes. This approach increases the accuracy of strategic planning and resource allocation.

Strategic talent management also has an impact on the effective operation of the organization. Attracting and retaining top talent is critical to an organization's success. Strategic talent management involves not only hiring the right people, but also developing and nurturing their skills. Aligning individual goals with organizational goals creates a more engaged and highly effective workforce.

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Effective communication is at the core of successful management. Implementing robust communication channels and collaboration tools promotes transparency, reduces misunderstandings, and fosters a sense of unity among team members. This is particularly relevant in the context of remote or distributed teams [3, p 102].

Clear and transparent communication is the basis of effective management. Implementing solid communication strategies, both vertical and horizontal, reduces misunderstandings and ensures that everyone in the organization is aligned on common goals.

Regular performance appraisals provide insight into the strengths and weaknesses of both individuals and processes. By developing a culture of continuous improvement based on these assessments, organizations can quickly adapt to changing circumstances and market demands.

Thus, improving the effectiveness of existing management practices requires a holistic approach that takes into account technological progress, employee development, the use of data, talent management, communication and performance evaluation. Organizations that adopt these strategies are better positioned to navigate the complexities of today's business environment and achieve sustained success. The path to improved management performance is an ongoing process that requires adaptability, innovation and a commitment to continuous improvement. By following these strategies, organizations can not only survive, but also thrive in the ever-changing business world.

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