Managing Human Resources of Shibei High School Affiliated to Shanghai University

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Abstract: This paper presents a basic picture of the status of human resource management and the problems encountered in the secondary school affiliated to Shanghai University in Shibei. Starting from the actual situation of the organization, combined with the relevant definitions of human resource management, it makes an analysis of the problems encountered at the current stage of the organization's human resources and their impacts. At the same time, it proposes countermeasures to solve the relevant problems according to the classical model of human resource management, and analyses the effectiveness of the countermeasures in the concrete implementation of the organization from the perspectives of policy and practice.

Keywords: Shibei Senior High School; Human Resources; Policy and Practice

1. Organizational Context

My organization is Shanghai University Shibei Affiliated High School, the nature of a university-affiliated public high school, located in the central city of Shanghai, the quality of the student population in the region near the tail. There are 18 teaching classes in three grades, with nearly 700 students and about 94 teaching staff. The public nature of the school determines that in the process of human resource management, the school itself has less autonomy in the management of relevant personnel compared to the general organization, and the recruitment, training, evaluation and promotion of personnel, and salary management are largely subject to the constraints of the higher management. This has some limitations on organizational development, especially in terms of purposeful and distinctive development. There is also a need to think in a much smaller framework in terms of formulating responses to related problems.

2. Human Resource Issues in Organizations and Their Implications

2.1 Understanding of Human Resources-related Definitions

From the definition of human resources，"HR is defined as the convergence of three factors human beings, resources and management and where human beings have the actual and potential resources (knowledge, skills and capabilities) that can be harnessed through effective management techniques to achieve short and long term organizational goals as well as personal needs". This is a relatively specific definition of HR[1]. And in terms of characteristic behaviour，"HRM refers to the policies, practices and systems that influence employees behaviour, attitudes and performance" [2]. A more comprehensive description of human resources is provided in the latest definition，

"HR management is about planning the optimum kind of workforce, hiring the best people, skilling them appropriately and shifting the mix of talent according to the demands of the marketplace. It is also about building a satisfied, productive and flexible workforce so that people like coming to work, are committed to their jobs and are prepared to innovate and change" [3].

These definitions point to the fact that organizations exert influence over the whole process of human resources, so that organisations with any degree of human resource problems bring about obstacles to the achievement of organisational goals, which need to be paid attention to and addressed.

2.2 Human Resource Issues in My Organization and Their Implications

Judging from the definition, there may be a series of problems in human resource management in my school, which may not only affect the operation of the school and the quality of education, but also have a direct impact on the experience and development of students and

staff, and ultimately on the sustainable development of the school as a whole[4]. The most prominent of these issues center on two main areas.

Insufficient teacher training and development: three years ago, according to the unified deployment of the competent authorities, Shanghai's senior secondary schools in all subjects all began to use the new textbooks, the use of the new textbooks so that the school in the existing resources, for the teacher's business training and development of cultivation of the relevant human resources management is still relatively weak, and more reliance on the higher business administration department of the unified training and seminars on teaching, which produces a series of impacts.

First, the quality of teaching has declined. The lack of effective training and development opportunities will cause teachers to lag behind in updating their teaching methods and curriculum design, thus affecting the improvement of teaching quality. Secondly, the learning effect of students is impaired. The teaching standard of teachers has a direct impact on the learning effect of students. If teachers lack up-to-date teaching concepts and methods, students' learning experience and performance will be adversely affected. Thirdly, teachers' motivation is undermined. Lack of training and development opportunities will make teachers feel that their work is monotonous and boring, and that they lack a sense of achievement and motivation, affecting their motivation and dedication to their work. Finally in the long run, there is the potential for increased staff turnover. Teachers' loyalty to the school and retention rate will be affected. A prolonged lack of training and development opportunities will lead to an increase in staff turnover, which will increase the employment cost and management burden of the school.

Poor Communication Mechanisms: Another problem in human resource management in schools is poor or obstructive communication mechanisms, which is mainly related to the history of school development. The headmistress of our school has been in office for 18 years in our school and has total control over everything in the school. This has caused her to be more centralised about school management and used to manage according to her own will and habits, ignoring the communication problems in human resource management. The impact this will have may be mainly in the following areas:

Firstly, there is a lack of information transfer. Poor communication mechanism will lead to poor information transfer, resulting in information disconnection between management and grassroots staff, which affects the coordination and implementation of work. Secondly, decision-making is inefficient. Poor communication will lead to inefficient decision-making, and management will not be able to obtain feedback from grassroots employees in a timely manner, thus affecting the accuracy and effectiveness of decision-making. Thirdly, it will cause employees to be less motivated to work. Poor communication will make employees feel neglected or unappreciated, affecting their motivation and job satisfaction, which in turn affects the overall work efficiency and quality. In turn, long-term miscommunication will definitely cause an increase in employee dissatisfaction with management. The existence of long-term miscommunication will make the staff have distrust and dissatisfaction with the management, which will affect the cohesion and teamwork spirit of the whole school.

The existence of these two problems will directly affect the quality of teaching, teacher-student relationship, working atmosphere and school reputation. As an educational institution, the rationality and fairness of human resource management in schools are crucial to the overall development of schools. Therefore, school management needs to pay attention to the issue of human resource management, establish a fair and transparent management mechanism, and provide opportunities for staff development and growth in order to enhance the overall competitiveness and influence of the school.

3. Countermeasures for Problem Solving

3.1 Strategies and Practices to Address Inadequate Teacher Training and Development

Developing comprehensive teacher training programmes. The school management has formulated a comprehensive teacher training programme, which includes regular professional training, academic seminars, teaching observation and other activities to help teachers continuously improve their professionalism. To a large extent, this process is based on the same

subject teaching seminar groups within the school, with the help of external expert advisers, who are invited to the campus to carry out relevant training seminars, and the results of the training are regularly displayed in the form of school-level open classes, so as to promote feedback on the results of the staged implementation of the training programme and its continual advancement.

Encouraging teachers to participate in independent learning. The school management has set up incentives to encourage teachers to take the initiative to participate in self-directed learning and research and to increase their motivation and initiative in learning. The school encourages teachers to participate in special activities for teaching and learning seminars at all levels to improve the effectiveness of independent study and mutual support, and to give rewards to teachers who complete the study in the form of projects[5], which include, but are not limited to, bonuses, single awards for appraisal, and preferential conditions for promotion of titles, and so on.

Establishment of a mentoring system. Teachers are divided into four stages throughout the school according to the number of years of participation in education and professional titles, etc., and mentors are provided to guide and support teachers at different stages [6]. Teachers who are new to the workforce and those with less years of experience directly hire veteran teachers and district-level subject matter experts as mentors within the school, while for teachers with higher years of experience, municipal-level experts are hired as mentors through the form of municipal-level subject matter training bases [7], to help them integrate and adapt to the degree of teaching that should be expected at their current level of seniority faster, and to improve their work efficiency and teaching standards.

Introducing external expert resources. Invite external experts to conduct regular thematic training, focusing on the introduction of new teaching concepts and methods in the training process, so that teachers can constantly think about and update their own concepts of teaching during the training process, and internalise the notion of the continuous updating of teaching concepts and methods into teachers' own professional pursuits.

Establish a teacher assessment mechanism. Establish a scientific and reasonable teacher assessment mechanism, link teacher training and development with performance appraisal, and motivate teachers to actively participate in training and development activities.

By adopting the above countermeasures, schools can effectively solve the problem of insufficient teacher training and development, improve teachers' professionalism and teaching quality, and in turn enhance students' learning and the development of the whole school.

3.2 Strategies and Practices for Solving the Problem of Poor Communication Mechanisms

Establish diversified communication channels. Schools should establish diversified communication channels, including regular meetings at all levels and grades, internal newsletters, emails, online platforms, etc., to ensure that information reaches every employee in a timely manner. In the era of digital education, communication is strengthened by making more use of emerging digital platforms and increasing communication channels, especially between ordinary teachers and management. Some important information can also be placed in the school's work system through regular release and feedback.

Strengthen communication skills training. Some of the miscommunication problems are related to individual communication skills. Schools can provide communication skills training for both management and staff, such as interviewing skills, emotional observation skills, etc. This will be more helpful in helping schools to improve their communication skills vertically in terms of management, and facilitate the accurate transfer of information and effective communication.

Establish a feedback mechanism. Establish an employee feedback mechanism to encourage employees to give their opinions and suggestions to ensure that their voices are valued and dealt with in a timely manner. Nowadays, our school has established a teachers' lounge through the labour union, and also set up a "headmaster's mailbox" in the lounge, encouraging teachers to communicate anonymously through the mailbox on issues that need to be communicated upwards but are inconvenient to talk about face-to-face, so as to provide a freer channel of feedback mechanism for everyone.

Regular communication meetings. In terms of horizontal communication, the school should put regular communication meetings into practice,

so that different departments can do a good job of communication meetings in a relatively formal form, so that in addition to doing a good job of inter-departmental horizontal communication, in the pre-preparation of the intra-departmental meeting, but also to complete the departmental management and the relevant teachers and staff of the effective communication and exchange between the purpose of problem solving and promotion of co-operation.

Motivate a communication culture. Schools should foster the establishment of a positive communication culture, which is an important extension of socio-cultural factors[8]. Staff should be encouraged to communicate openly and honestly with each other to build an atmosphere of mutual understanding and support. For example, establishing an informal "Ba" to improve communication has been proven to be an effective communication environment and will greatly promote the establishment of a communication culture in the school.

By adopting the above countermeasure programme, the school can effectively solve the problem of poor communication mechanism, improve management efficiency, enhance staff motivation and satisfaction, and promote the overall development of the school.

4. Analyse the Effectiveness and Risk of Relevant Countermeasures Through Models

Compared to Ulrich's Four-Role Model, I prefer to analyse Caldwell's change matrix model, a theoretical framework for analysing the change management process, which consists of four dimensions: type of change, change drivers , change implementation and change outcomes.

Analysis of responses to the problem of inadequate teacher training and development.

In terms of the type of change, the issue of inadequate teacher training and development is a human resource management change within the organisation. Countermeasures include the development of a comprehensive teacher training programme, encouraging teachers to participate in self-directed learning, establishing a mentoring system, introducing external expert resources, and establishing a teacher assessment mechanism, which are targeted and operational. In terms of change drivers, the responses are driven by the need to improve the professionalism of teachers and the quality of teaching, which in turn affects student learning

outcomes and the development of the school as a whole. This is in line with the objectives of the change, which is to improve organisational performance and development. In the change implementation, the countermeasures propose a variety of methods and measures to improve teacher training and development, including training programmes, incentive mechanisms, and mentorship systems. These implementation measures are targeted to address the root causes of the problem and can effectively promote the implementation of change. The results of the change show that through the implementation of these countermeasures, the professionalism of teachers and the quality of teaching can be enhanced, the learning outcomes of students can be improved, and the overall development of the school can be promoted. Therefore, these responses are valid in Caldwell's change matrix model.

Analysis of countermeasures to the problem of poor communication mechanisms.

This problem countermeasures from the type of change is also a change problem within the organisation, countermeasures include the establishment of diversified communication channels, strengthening communication skills training, setting up a feedback mechanism, regular communication meetings, and incentives for communication culture. Consistent with the change objectives and practical operation. On change drivers, these countermeasures are driven by the need to improve the efficiency and quality of communication within the organisation, to promote the transfer of information and interaction between employees, so as to improve management efficiency and employee satisfaction. The series of measures proposed in the change implementation help to strengthen the communication effect, promote the transmission and sharing of information, and solve the root causes of communication problems. The results of the change show that through the implementation of these countermeasures, the efficiency and quality of communication can be improved, the co-operation and team spirit of the staff can be strengthened, and the management efficiency and the overall development of the school can be enhanced. Therefore, these responses are also consistent with Caldwell's change matrix model.

Caldwell's change matrix model can be used to address problems in organisations and to promote continuous development. However,

because of the constraints of the specific situation, there may be some risks and shortcomings in applying the model in human resource management, especially in solving the problems of insufficient training and development of teachers as well as poor communication mechanism, mainly in the following aspects:

Firstly, inadequate risk management. Failure to effectively identify and manage potential risks in the process of teacher training and development may lead to project failure or not achieving the expected results. Secondly, the difficulty of change implementation. There may be difficulties in implementing change, especially when there are significant differences in culture within the organisation, in the willingness of individual teachers, etc. Caldwell's model may not provide sufficient guidance to meet these challenges. Thirdly, uncertainty management. The issue of poor teacher training and communication mechanisms during the change process may involve many uncertainties. Caldwell's model may not be able to effectively deal with such uncertainties, leading to confusion and instability during the implementation process. Lastly, inappropriate resource allocation. If resources are not allocated appropriately during the change process, it may lead to the failure of the training programme or further deterioration of the communication mechanism. caldwell's model may not provide sufficient guidance to ensure the effective use of resources.

To compensate for the shortcomings of Caldwell's model, consideration can be given to incorporating other theoretical models of managing change, such as the classic Ulrich and Brockbank updated model or the AHRI Model of Excellence, for a more comprehensive perspective and A more hands-on guide.

5. Conclusion

Based on the definition of human resource management (HRM), this paper analyses two centralised HRM problems and their impacts at the current stage in the author's secondary school, the Affiliated High School of Shanghai University in Shibei District, which are mainly the problems of insufficient teacher training and

development and poor communication mechanisms within the school. The authors analyse the feasibility of the proposed solutions using the change model in human resource management, and on this basis, they also present the possible risks and shortcomings of using the model and critically analyse the proposed solutions to the problems.

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