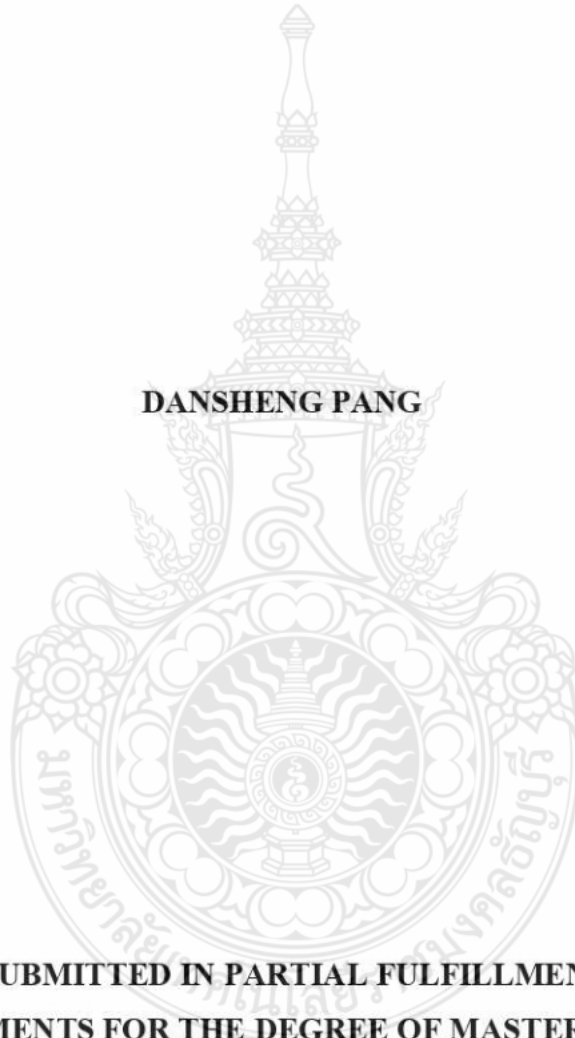


**THE DEVELOPMENT OF THE MANAGEMENT SYSTEM FOR CAREER
SKILL TRAINING PRIVATE SCHOOL IN ZIGONG, SICHUAN, CHINA**

DANSHENG PANG



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
PROGRAM IN PUBLIC MANAGEMENT INNOVATION
FACULTY OF LIBERAL ARTS
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI
ACADEMIC YEAR 2023
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Thesis Title The Development of the Management System for Career Skill
Training Private School in Zigong, Sichuan, China

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ABSTRACT

With the competition in the educational sector in China, numerous career skill training private schools have encountered challenges in sustaining their operations. Furthermore, deficiencies in the management systems of these career skill training private schools have become apparent. The research aimed to: 1) study the current management system of career skills training private school, and 2) analyze the enhancement of management system career skills training private school. This study adopted a qualitative methodology for data collection, entailing in-depth interviews with managerial representatives from five career skill training private schools. Subsequent to data collection, the analysis process involved both content analysis and triangulation techniques to comprehensively elucidate the intricacies of the management systems.

The result was found that the common problems of career skill training private schools were in the domains of management and operations, with insufficient attention directed towards pedagogical enhancements. The underpinning factors contributing to these challenges are rooted in issues related to institutional prestige and reputation.

In pursuit of enhancing the existing management system of career skill training private schools, the McKinsey 7S Framework was employed to synthesize an improved management model tailored to the unique context of these institutions.

Keywords: educational sector, management system, school management, career skill

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CHAPTER 1

INTRODUCTION

1.1 Background and Statement of the Problem

Education is an important pillar of national development and growth. Education is the foundation of long-term planning. Education is the foundation of a country and a symbol of its prosperity. The development potential of a country depends on education, and prosperity depends on education (Heihei, 2021). Due to the inability of school teachers to meet the educational needs of some students within an effective time frame, it is difficult to seek internal education. Students and their families can only choose career skill training private schools. They are trying to improve their children's academic performance. Participating in career skill training private schools is undoubtedly a more effective way. It includes art, which can also increase students' comprehensive abilities, especially in the fields of art and sports, and can participate in the college entrance examination for students with special skills. This is due to the needs of students themselves and society (Zhang, Shu, & Yan, 2021).

The private skills training schools in China can be traced back to the tutoring classes that emerged after the restoration of the college entrance examination system in 1977. At that time, the tutoring classes were still in their original state, mostly hosted by retired teachers, with a focus on teaching quality and a small scale, relying on the reputation of parents to promote and recruit students. The popularity of the training course is not high and has not received enough attention. Since the profitable market of cram school has attracted people's attention, some people hope to make it bigger and do it as a business. In fact, fundamentally speaking, tutoring classes are also a form of education. Education has its own laws. Education is not equal to business. It cannot operate completely according to commercial laws. In the 1990s, in order to improve the education system, the Chinese government issued the "Regulations on Running Schools with Social Forces". The introduction of this regulation enables many social institutions to participate in the education system through career skill training private schools, while maintaining a strong momentum of development. Parents bring their children to career skill training private schools to improve scores, improve quality, and win competition spots. The huge

demand has stimulated the rapid development of career skill training private schools in China (Cheng & Zhao, 2022).

There are many drawbacks in the management of career skill training private schools. At present, many career skill training private schools have outdated management, self-isolation, and a lack of scientific decision-making and long-term planning. For example, focusing solely on professional development, blindly catering to parents' needs, and being limited to outdated majors, these drawbacks to some extent weaken the effectiveness of career skill training private schools' education. In addition, the shortage of funds has constrained the development of career skill training private schools. With the increasing number of career skill training private schools and the continuous expansion of work fields, due to a shortage of funds, some local career skill training private schools have violated the laws of extracurricular education to varying degrees, while unilaterally pursuing economic benefits can only narrow their own path. Some career skill training private schools have insufficient investment and outdated facilities, making it difficult to meet development needs. It affects the role and function of career skill training private schools (Huang, 2016).

At present, the overall market size of the private vocational skills training industry in China is about 2 trillion yuan, accounting for about 2% of GDP. Among them, the scale of private schools for vocational skills training in primary and secondary schools accounts for about 40%. At the same time, the trend of building a learning society is emerging globally. The concept of lifelong education and lifelong learning has deeply rooted in people's hearts. The vast educational background provides a broader space for the development of private vocational skills training schools (Market, 2022).

Only by strengthening the management of private schools for vocational skills training and constructing a new operating mechanism for off campus education with reasonable management concepts and methods, we can promote the theoretical and practical development of private schools for vocational skills training and enable them to play a unique role in off campus education. Based on the above reasons, the researcher has developed an interest in the development of private schools for learning vocational skills training, and this research is of great significance for the government to formulate relevant policies, how to manage faculty, and how to better develop the industry.

1.2 Research Questions

1.2.1 What is the current situation of the management system for career skill training private schools?

1.2.2 What are the problems in the management system of the career skill training private schools?

1.2.3 How to improve the management of the career skill training private schools?

1.3 Purposes of the Study

1.3.1 To study the current management system of the career skill training private schools.

1.3.2 To analyze the problems of management system of the career skill training private schools.

1.3.3 To suggest the improvement of career skill training private school management.

1.4 Scope of Study

This study analyzes the current management system, problems, and potential of the career skill training private schools, and finally summarizes suggestions for improving the management of the career skill training private schools.

1.4.1 Content Scope

In this study, firstly, by conducting interviews with different care skill training private schools, their management systems were summarized, including enrollment system, teacher management system, and fee system. Then, based on a comparison of previous management knowledge, problems in the management of the care skill training private schools were identified, such as neglecting relevant government policies and systems, and insufficient leadership management. Finally, based on past knowledge and relevant literature, corrective suggestions were proposed. By conducting a study, four main points were examined.

1.4.1.1 The current management system of the career skill training private schools.

1.4.1.2 The problems and needs of management system of the career skill training private schools.

1.4.1.3 The improvement of career skill training private school management.

1.4.2 Geographical Scope

The schools are located in different areas within Zigong City, each of the 5 schools has a primary school next to it, which students and parents can also see during and after school, and there is a good surrounding market demand environment. The schools are as follows:

- (1) Qihang Art and Culture Training School
- (2) Yichen Art and Culture Training School
- (3) Yongpan Gaofeng Art Training School
- (4) Yimei Dance Training School
- (5) Ivory Tower Art and Culture Training School

These 5 schools were chosen as the research subjects because they have normal management and operation, long establishment time, and a large number of students, all of whom have their own management concepts and representativeness, and have research effectiveness.

1.4.3 Population Scope

A sample group was selected for conducting in-depth interviews, focusing on individuals relevant to the management system of career skill training private schools. The study involved three population groups as follows:

- (1) 5 managers from different career skill training private schools.
- (2) 5 teachers from different career skill training private schools.
- (3) 3 parents and 2 students from different career skill training private schools.

1.4.4 Time Scope

This research was conducted from November, 2022 to October, 2023. The interview practice was conducted from April 1, 2023 to June 30, 2023.

1.5 Significance of the Study

1.5.1 Practical Contribution

This research can provide better methods for relevant departments (Local Education and Sports Bureau). For example, the double reduction policy and the fee cannot exceed three months, formulate relevant policies and regulations, and regulate and develop career skill training private schools. Also, this research can provide better management systems as a reference for other career skill training private schools of the same nature.

1.5.2 Academic Contribution

The academic benefit of this study for new knowledge is to recognize the advantages and disadvantages of technical schools in management and operation, learn the advantages, and improve the disadvantages through management knowledge. You can also recognize various management knowledge and its application in various industries.

1.6 Definitions of Terms

1.6.1 Management system of the school refers to a series of customs, morals, laws (including the Constitution and various specific regulations), commandments, rules (including government regulations), etc. that are unified within a specific social scope and regulate social relationships among people. It is composed of three parts: informal constraints recognized by society, formal constraints stipulated by the state, and implementation mechanisms.

1.6.2 Problems and needs of management system is a seven-element enterprise organization designed by the McKinsey Consulting Research Center. It points out that enterprises must comprehensively consider various aspects of the development process, including 1) structure, 2) system, 3) style, 4) staff, 5) skills, 6) strategy, and 7) shared values.

1.6.2.1 Structure in this research is the departmental organizational structure of the career skill training private schools is simply to establish different offices, share different tasks, and perform their respective duties, such as the publicity department, finance department, teaching department, and logistics cleaning department.

1.6.2.2 System in this research is the management and operation system of the career skill training private schools is highly valued by all school managers. The school system must comply with government laws and regulations, as well as be suitable for the internal management and operation of the school.

1.6.2.3 Style in this research is the leadership style of the career skill training private schools is particularly important as it determines the core values of a leader's personal knowledge and literacy. It should have long-term goals and plans, and clear rewards and punishments for employees.

1.6.2.4 Staff in this research is the management personnel and teachers of the career skill training private schools are responsible for their management work. Teacher management refers to personal knowledge and teaching level, and management personnel also need personal ability and knowledge level.

1.6.2.5 Skills in this research is the skill management and learning of the career skill training private schools not only educate students' skills, but also require the practice and demonstration of skills.

1.6.2.6 Strategy in this research is the development strategy of the career skill training private schools, such as enrollment planning strategy, teaching plan, school safety reporting work, and cleaning treatment.

1.6.2.7 Shared values in this research are the common values and development goals of the career skill training private schools are the shared values of the entire school. With the same development goal, everyone can work together and have stronger development motivation.

1.6.3 Career skill training private schools refer to institutions that are funded by individuals or social organizations outside of national institutions and provide extracurricular supplementary education for primary and secondary school students. Such institutions are not supported by the national financial education fund, but operate in accordance with national laws and regulations for the entire society, but do not have the

qualification to issue diplomas for training activities. The career skill training private schools mentioned in this article refer to the general term for teaching organizations that provide knowledge and skills training to students, but exist outside the school education system. There are mainly two types. The first type is cultural curriculum guidance that helps students improve their cultural knowledge level, and parents mainly focus on improving their scores. The second type is training aimed at cultivating students' interest and improving their skills.



CHAPTER 2

REVIEW OF THE LITERATURE

This chapter explains the theory background first and following by the application concept to develop the management system of the career skill training private schools. To find the academic contribution from this study, the literature gaps will be discussed. Finally, the literatures and the previous studies are reviewed to show the rationale of the study. The details of the content in this chapter are as follows.

1. Management Theory
2. 7S Mckinsey Concept
3. Information of Career Training Private School
4. Literature Review
5. Conceptual Framework

2.1 Management Theory

2.1.1 Definition of Management Theory

Gulick & Urwick (1937) refer to management as in 1937, the two of them co-authored a famous book called "Papers on the Science of Administration", which proposed the seven-character maxim of administrative management and summarized the content and spirit of public administration at that time. Gulik believed that if organizations could divide their work appropriately, they could fully utilize their personal expertise to achieve their goals. Based on this viewpoint, he proposed the so-called "Four P Principles of Division" as the basis for appropriate division of labor:

1. Division of labor based on purpose
2. Division of labor according to the process
3. Division of labor based on the service target (Person)
4. Division of labor based on location

Fayol (1916) refers to management as studying the principles that can be universally applied to higher-level management work from a broader perspective is known as the "father of management processes". The main viewpoints of Fayol's

"Management Process Theory" are mostly contained in his 1916 book "Industrial Management and General Management", which can be summarized in three aspects:

1. There are six basic activities in the operation of any enterprise, namely management activities, technical activities, commercial activities, financial activities, accounting activities, and safety activities.

2. Management activities are at the core of the six basic activities, which are different from other activities and consist of five management functions, namely planning, organizing, guiding, coordinating, and controlling.

3. Successful management should follow the fourteen principles of medical education network collection and organization, which include: 1) reasonable division of labor, 2) consistency of rights and responsibilities, 3) strict discipline, 4) unified command, 5) unified leadership, 6) individual interests subordinate to collective interests, 7) personal remuneration is fair and reasonable, 8) harmony between centralization and decentralization, 9) clear hierarchical system, 10) good work order, 11) fair and just leadership methods, 12) stable personnel appointment, 13) encourage employees' creative spirit, and 14) enhance the spirit of group cooperation and collaboration.

Clarke (2007) refers to management as what is particularly interesting and inspiring about this group of teachers is their commitment to collaboration, resource sharing, and problem-solving. Although they complained about some issues related to the implementation of the new curriculum, as well as their lack or indifference to receiving support from regional subject advisors, they did not use this as an excuse for poor classroom practice. On the contrary, they have developed a plan to utilize their rich knowledge and experience to provide support and materials they believe are lacking. The advantages brought by this collaborative approach not only benefit group members, but also undoubtedly have a positive impact on their subject team members and ultimately on the students they teach. Of course, it is necessary to encourage such collaborative teaching methods, and principals can play a crucial role in this regard.

Cheng (2023) refers to management as taking the multiplicity of school effectiveness into consideration, the future directions for policy and management should aim to maximize school effectiveness and efficiency in multi-types at multi-levels. Critical questions to be considered in current movements of educational reforms should

be: how to ensure congruence between types, between levels, and between effectiveness and efficiency, how to enhance not only one but all six types of school effectiveness at all four levels, and how to solve the dilemmas from the different expectations of various constituencies. In addition, if the given resources and time are limited, how to set the priority for achieving multi-types of school effectiveness at multi-levels should be carefully considered to ensure that it is feasible and achievable.

From the above information, it can be summarized that management involves the process of planning, organizing, coordinating, directing, and controlling resources, encompassing human effort and financial assets, with the aim of achieving specific organizational goals and objectives efficiently and effectively.

2.1.2 Significance of Management

Elton Mayo (1933) refers to significance of management on the basis of Hawthorne's experiment, Elton Mayo published two famous works, "The Human Problem of Industrial Civilization" and "The Social Question of Industrial Civilization", in 1933 and 1945, respectively. The Hawthorne experiment revealed that individuals in industrial production have social attributes, productivity is closely related to material entities, and the psychological and motivational factors of the individual are closely related to interpersonal relationships within the group and the relationship between leaders and the collective led by attitudes.

Porter (2012) refers to significance of management in his classic work 'Competitive Strategy', proposing an industry structure analysis model, known as the 'Five Forces Model': the current competitive situation of the industry; the bargaining power of suppliers; the bargaining power of customers; threats of substitute products or services; and the threat of new entrants. Porter believes that these five competitive drivers determine a company's profitability, and points out that the core of a company's strategy should be to choose the right industry and the most attractive competitive position in the industry. Correspondingly, Michael Porter also proposed three universal strategies and explained that due to the limitations of enterprise resources, it is often difficult to pursue more than one strategic goal simultaneously. Porter believes that in the struggle against

the five competitive forces, there are three types of successful strategic ideas: total cost leadership strategy, differentiation strategy, and specialization strategy.

Kotler and Keller (2006) refers to significance of management. Philip Kotler is known as the "father of modern marketing" and his marketing theory is widely respected in the international marketing community. Kotler's marketing theory is customer-centered, emphasizing that marketing activities should be customer-oriented and provide value to customers. Kotler proposed the concept of market segmentation and target markets. He believes that the market can be divided into several sub markets based on consumer needs, values, and behaviors. Each segmented market has its own needs, values, and behavioral characteristics. The target market is the market segmentation that marketing activities aim to achieve and win. Through market segmentation and target market strategies, enterprises can more accurately understand and serve different consumer groups.

Prahalad and Hamel (1990) refers to significance of management. Gary Hamel and Prahalad published 'The Core Competences of Enterprises'. He believes that unlike the final product that customers need, core products are the most basic core components of a company, while core competitiveness is actually the knowledge and skills implicit in the core products. In this sense, the core competitiveness of a company is actually the source of maintaining a competitive advantage, but how to transform this core competitiveness into a competitive advantage requires certain conditions. In their co-authored book "The Big Future of Competition," Hamel pointed out that companies must break the old ideological framework, think and accept different business structures with an active and open mind, grasp future trends, establish strategic structures, and organizational core capabilities, in order to grasp competitive advantages in innovation.

Hugenzhu (2013) stated that management is the process in which managers use various resources such as human, material, financial, technological, and information they possess and control to carry out a series of organized and conscious practical activities on the management objects, in order to achieve the expected goals. Enterprise management is a series of tasks that plan, organize, command, coordinate, and control the production and operation activities of an enterprise to adapt to external environmental changes, fully utilize various resources, and achieve business objectives.

In the process of modern enterprise management, corporate strategy directly affects the survival and development of enterprises. In the increasingly fierce market competition environment, in order to continuously improve their competitiveness, enterprises should fully attach importance to the various contents of strategic management. Starting from their own actual situation, they should pay attention to how to effectively optimize resource allocation, in order to better ensure the healthy and stable development of enterprises (Miaoqing, 2021).

In today's modern city, cooperation has become increasingly important, but various problems may arise during cooperation. At this time, it is very important to establish a good and sound management system. With the continuous improvement and concretization of the law, we have ushered in the era of the Labor Contract Law. In this way, under the protection of the law, rules and regulations are particularly important and beneficial to both labor and management. We know that an effective management system is to better constrain and manage employees' daily work behavior, allowing them to adapt and habitually regulate their behavior according to rules and regulations, so that they can work without constant supervision in the future. Let them consciously do what they should do. We know that having a good management system can better manage our employees. Only when employees can do their job well can the enterprise have better economic benefits. With good economic benefits, there will be more potential talents to work in the company, and the enterprise can develop better. That is to say, a good management system is closely related to the development of the enterprise, so whether it is in cooperation with others or in terms of one's own business, the improvement of the enterprise management system is very important (Zhengfayi, 2022).

From the above information, it can be summarized that management is very important and necessary. Every link in an enterprise requires reasonable and effective management in order to expand economic and social benefits. Equally important in the management of care skill training private schools. This research will summarize the above knowledge and apply it to the management of care skill training private schools.

2.1.3 Management Concepts

Enterprise management refers to the planning, organized, and disciplined command, coordination, and control of a company's production, operation, and business activities, resulting in a series of outputs. For most managers, managing employees is always a tricky issue. Employees have varying levels of knowledge and regional cultures, resulting in varying levels of acceptance of corporate management concepts and methods. Coupled with the rapid development of the times, employees are constantly absorbing new things, thus keeping their mental state constantly changing. It is required that management methods must keep up with this change. The key concepts related to management include:

2.1.3.1 4M Concept

Over time, additional M's have sometimes been added to the traditional 4Ms. Whether to direct more industry specific thinking, to demonstrate evolution or improvement of the tool, or to simply make it more complex as part of rebranding. However, the big 4 are still the same:



Figure 2.1 4M Concepts

Source: Druck (1954)

The Human (Skill, Technology, Organization, Resources): Do our associates have the skill (and the will) to do what is expected of them safely, consistently and effectively. Second is the Machine (Equipment): Are our machines capable of safe

and reliable output at the desired quality and rate? Do breakdowns, defects or unplanned stoppages inhibit their ability to meet that goal? The third is Method (Process, Schedule, and Procedure): Do we have standard work methods in place which ensure and support consistent, safe production? And the fourth is Material (Information, Raw Materials, Consumables, Quality): Do they meet the required specifications – are there no defects and shortages? Is excess handling or movement reduced or eliminated? Are they stored appropriately? (Houston, 2023).

2.1.3.2 POSDCORB Concept

Gulik's theory of seven functions in management has a huge impact, appearing in almost all slightly more formal management books. This theory is based on Fayol's Five Elements of Management Thought. Gulik believes that the work of top managers can be summarized into seven aspects: planning, organizing, staffing, directing, coordinating, reporting, and budgeting, forming the abbreviation POSDCORB. In his piece "Notes on the Theory of Organization", a memo prepared while he was a member of the Brownlow Committee, Luther Gulick asks rhetorically "What is the work of the chief executive? What does he do?" POSDCORB is the answer, "designed to call attention to the various functional elements of the work of a chief executive because 'administration' and 'management' have lost all specific content."

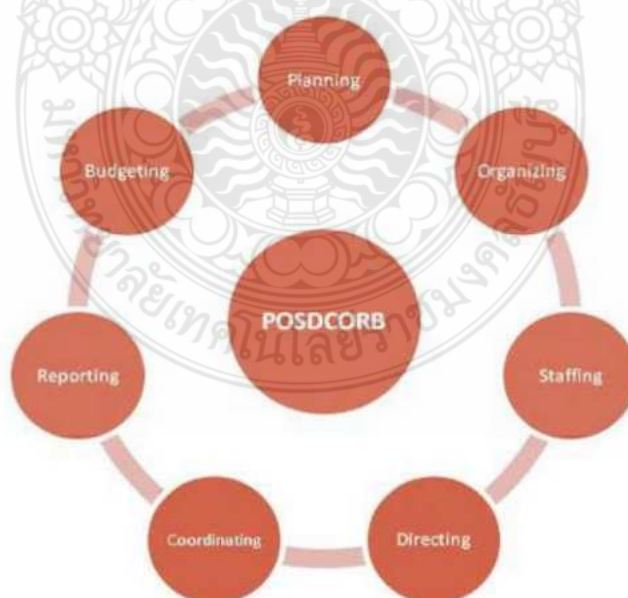


Figure 2.2 Function of POSDCORB Concept

Source: Gulick (1937)

According to Figure 2, it shows the elements are: (Gulick, 1937).

1) P = Planning is to achieve the goals set by the organization, develop an outline and work methods for the tasks to be completed).

2) O = Organizing is to achieve the goals set by the organization, establish formal institutions and organizational systems of power, and arrange, regulate, and coordinate various work departments accordingly.

3) S = Staffing the complete personnel function includes the recruitment, training, and development of employees, and the arrangement of appropriate working conditions for them. Parallel qualitative and quantitative work.

4) D = Directing is a continuous work composed of making decisions and concretizing them with special and general instructions, while also serving as the leader of the enterprise to supervise and care for subordinates.

5) C = Co-ordinating (Collaborate work steps between different departments and processes to jointly achieve enterprise goals.

6) R = Reporting management personnel should use methods such as recording, investigating, and inspecting to ensure that accountable leaders and relevant subordinates receive reports on ongoing work.

7) B = Budgeting includes various budgets in the form of financial planning, accounting, and control.

2.1.3.3 POCCC Concept

The POCCC management theory emphasizes comprehensive and comprehensive management. The advantages of Henry Fayol's management principles from planning, operation, and organizational structure control to meet established standards are comprehensive attention, inclusiveness, and attention to every detail of production and operational resources. Henri Fayol always emphasizes the core of management principles. Unity, since we have common goals and the same direction, until we unite and focus on success.



Figure 2.3 POCCE Concept

Source: Fayol (1916)

Figure 3 shows 5 elements of POCCE concept by Fayol as following:

- 1) P – Planning is an action plan that covers every process from start to finish. This will create a vision coupled with predictable management imagination. This will be conveyed in the action plan and goals that must be achieved.
- 2) O – Organizing determines job positions, responsibilities, and responsibilities, including the number of employees. Responsibility covers the work organization and administrative command in each process, making work more efficient.
- 3) C – Commanding is the comprehensive organizational plan will display a clear chain of command, so the operation of the masses is smooth from someone to control, command, focus on the big picture, make decisions, and see problems.
- 4) C – Coordination is the responsibility of connecting work and performing all tasks, including directing manpower to work together towards the same goal and achieving smooth progress. What kind of good coordination is needed at all levels to achieve success on schedule, from the individual level to the administrative level.

5) C – Controlling is supervising management and achieve success according to plan. The standard workflow in terms of time frame includes coordination among all parties to ensure smooth progress. Management of raw materials, machinery, production and other resources, including operating budgets, for the most efficient work (HREX.asia 2019).

School-based Management Concept

According to Hersey and Blanchard (1993), ‘management is thought of as a special kind of leadership in which the achievement of organizational goals is paramount.’ Several authors see management as a process of planning, organizing, leading and supervising of the members of organization (Dubrin, 2004; Dessler, 2001). Management in the educational context includes identifying learning standards, hiring the necessary people, and keeping learning current with the ever-changing environment. In a learning organization, instructors and school administration comprehend students' concerns and give the necessary remedies in a changing context. Importantly, a school encourages the interchange of knowledge among employees, which contributes to the development of a more informed workforce. School-based Management includes policy development, staff management, and financial oversight. Policies cover operational, teaching, financial, and disciplinary guidelines. Staff management involves staffing levels and allocation. Financial management pertains to budgeting and resource allocation. Leadership management includes the number and roles of leaders in the school team. These components ensure effective school administration and success.

Summary based on the reviewed of 4 management concepts, the common elements were leadership, policy, staff, and the finance. These elements will be used to investigate the current management of the career skill training private school.

2.2 7S Mckinsey Concept

Mckinsey concepts is the tool that can be used for all businesses, enterprises, and schools. It is important to review for finding the new knowledge which is missed from the traditional concepts.

2.2.1 Definition & Concept

One of the approaches used in the businesses' strategic assessment process is the McKinsey 7S framework. The framework is the product of excellence approach that Peters and Waterman explained in their book, "In search of excellence". Peter and Waterman claimed that there exist seven organizational factors which are separating excellent businesses from others. These are classified as strategy, structure, style, systems and procedures, skills, shared values, and staff (Wang, 2007).

The "7S Framework" by McKinsey & Company is a management model designed to help organizations assess and improve their internal alignment and effectiveness. It consists of seven interconnected elements, all starting with the letter "S," that need to be considered and aligned for an organization to operate successfully. The framework provides a holistic view of an organization and its various components. Figure 1 below shows the seven elements of the McKinsey 7S framework



Figure 2.4 the McKinsey 7S framework

Source: NetEase (2018)

Figure 4 shows the McKinsey 7S framework as the first "S" is the Strategy. It is an organization's plan for achieving its goals and objectives. Structure is the way the

organization is organized, including its hierarchy, reporting lines, and divisions. Systems is kind of the processes, procedures, and routines that guide the daily operations of the organization. Skills are the capabilities and competencies of the organization's employees and teams. Style is the leadership and management style exhibited within the organization. Staff is the people, their roles, and the talent within the organization. Finally, it is a shared values which is the core beliefs, values, and culture that shape the behavior and decisions of the organization.

The framework emphasizes that these elements are interconnected and need to be aligned with each other for the organization to function effectively. Changes in one element can impact the others, and the framework helps leaders understand the implications of changes and adjustments across these dimensions. The framework is often used as a tool for diagnosing problems, managing change, and implementing strategies within organizations.

2.2.2 7s Elements Distinguishing

The McKinsey 7S framework involves seven independent areas which are categorized as 'hard' and 'soft' elements as given below. While hard elements can physically be seen when in place and are much easier to be identified and managed, the soft elements cannot be seen readily but are the foundation of the organization and are more likely creating the sustained competitive advantage.

Table 2.1 Distinguishing 7S Elements

Hard Elements	Soft Elements
Strategy	Shared Values
Structure	Skills
Systems	Staff
	Style

Source: PMO, 2023

2.2.3 Application

The McKinsey 7S framework is applicable to the country as an inbound tourism destination. The roles of the analysis have both soft and hard factors in the implementation of marketing strategies (Palatkova, 2011). It is understood that in the 7S framework, the model proposed in the research conclusion can be used for analysis. In addition, the current performance level of each sub factor in the 7S framework can be answered based on the analysis results (Gökdeniz, Kartal, & Kömürcü, 2017).

The McKinsey 7S framework is a very effective organizational diagnostic tool, which comprehensively deconstructs the organization from seven aspects: structure, system, style, employees, skills, strategy, and shared values, helping to identify the problem points of the organization, solve problems, and improve organizational efficiency (PMO Frontier, 2023). Based on those definition, the McKinsey 7S framework is a comprehensive and effective management method for managing tourism, the internet, and enterprises, from hardware to software. As the author would like to apply this model as the main concept to investigate of this paper, through innovative and effective management of seven aspects of career skill training private schools. Common applications of McKinsey 7S framework include:

- (1) Facilitating organization changes
- (2) Helping in implementing new strategies
- (3) Identifying trend in changes in different areas in future
- (4) Facilitating merging of organizations
- (5) Improving the performance of the organization
- (6) Viewing holistic view of the organization
- (7) Revealing leaks in an organization and showing un-utilized opportunities
- (8) Increasing the chance of organizational success

2.2.4 Contribution

The McKinsey 7S framework points out various factors that enterprises must comprehensively consider in the development process, including both "hardware" elements (strategy, structure, and system) and software elements (style, personnel, skills,

and shared vision). It requires enterprises to not only focus on hardware, but also on "software". Many enterprises have long overlooked software elements, which are closely related to the success or failure of the enterprise and cannot be ignored. So, only under the premise of good coordination between software and hardware, can human resource management of enterprises effectively ensure the successful implementation of enterprise strategies (Wang, 2007).

Through consulting and learning different management knowledge, it is concluded that some management knowledge is not suitable for modern enterprises because it has been established for a long time. However, the author identified problems in technical school management through work in technical schools. Through comparison, it was found that the McKinsey 7S framework is more suitable for the application in this study.

2.3 Career Training Private School

Definition of Career Training Private School

Practical career skill training private schools refer to institutions that are funded by individuals or social organizations outside of national institutions and provide extracurricular supplementary education for primary and secondary school students. Such institutions are not supported by the national financial education fund, but operate in accordance with national laws and regulations for the entire society, but do not have the qualification to issue diplomas for training activities.

The career skill training private schools mentioned in this article refer to the general term for teaching organizations that provide knowledge and skills training to students, but exist outside the school education system. There are mainly two types: the first type is cultural curriculum guidance that helps students improve their cultural knowledge level, and parents mainly focus on improving their scores; the second type is training aimed at cultivating students' interest and improving their skills.

Policy to Support Career Training Private School in China

The overall idea of the "double reduction" policy is very clear. Firstly, we should focus on the campus, which is the source of governance. Give full play to the role of the school as the main battlefield, adhere to the principle of teaching to the fullest extent

possible, and focus on improving teaching quality, homework management level, and after-school service level, so that students can better return to campus for learning, "eat well" and "eat well" on campus, and reduce the need to participate in extracurricular training. Then, there is system governance. The policy not only focuses on homework and off campus training, but also makes arrangements in strengthening after-school services, reducing exam pressure, improving quality evaluation, and creating a good ecosystem. It systematically and comprehensively promotes the "double reduction" work throughout the entire chain (Zhang Yaxin & Duan Xiaoyuan, 2023) Development and Governance Strategies of Off Campus Training Institutions under the "Double Reduction" Policy. Science Guide, B02).

Therefore, measures need to be taken to address these prominent issues. After the release of the opinion, some analysts suggested that training institutions "give up their illusions". The off-campus training industry seems to have entered a "silent period". The recent news related to training institutions is all related to layoffs. The document requires that off campus training institutions shall not occupy national statutory holidays, rest days, and winter and summer holidays to organize disciplinary training. Now it is summer vacation, and some media are visiting Haidian Huangzhuang, which was once jokingly known as the "Cosmic Training Center". Nowadays, the once bustling and crowded buildings of training institutions have become desolate. Training institutions are watching and seeking transformation. Jiang Sheng (pseudonym), the head of a small institution that specializes in Chinese language training, told Sci Tech Daily that they plan to transform and provide written and oral expression training. Simply put, it means changing the previous content and re launching it. "However, we haven't seen the management regulations yet, and we don't know if these training can be done. Larger training institutions have announced the launch of new products to explore more fields (Chen, 2021).

In July 2021, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the "Opinions on Further Reducing the Homework and off-campus Training Burden of Students in Compulsory Education", and deployed the implementation of the "Double Reduction" work. Over the past year, with the joint efforts of various parts of the country and society,

disciplinary training governance has made phased progress. On this basis, in order to respond to social concerns, accelerate the resolution of issues related to non-disciplinary training, comprehensively regulate non disciplinary training behavior, and safeguard the legitimate rights and interests of students and parents, the Ministry of Education and thirteen other departments recently issued the "Opinions on Regulating Non disciplinary Off campus Training for Primary and Secondary School Students" (hereinafter referred to as the "Opinions"), making a systematic deployment for the governance of non-disciplinary off-campus training, as well as a beneficial supplement to school education, promoting students' comprehensive development and healthy growth (Cao, 2022).

Due to the introduction of the dual reduction policy and other relevant national policies, the majority of cultural courses have been reduced or stopped, which has increased the market demand for the skill training private school and also standardized the industry development of the skill training private school.

Career Training Private Schools in Thailand

Today, there are many universities in Thailand offering nontraditional theatre programs. Bangkok University, Silpakorn University, and Srinakharinwirot University all offer promising programs. Chiang Mai University in the North also has a small program. Bangkok University currently offers over 40 courses in their Department of Performing Arts. Srinakharinwirot University offers B.F.A. program in acting, directing, and theatre design while Silpakorn University's Department of Music and Dramatic Art offers a B.A. in theatre (Office of the Basic Education Commission, 2016).

There are also many career training private schools in Thailand as well, especially the performing arts institutes that teach performing arts, for example, Show the Drama- Academy by Rosukon Kongket (Teacher Ngo) that uses performing arts to develop students in terms of self-expression. Personality or concentration is not only focused on making a career as an actor (The Drama Academy, 2016), Kantana Training Center, an acting institute that emphasizes practice. Along with work principles, discipline, technical knowledge, including every step of the production process (Kantana, 2016), Superstar Academy of Music and Performing Arts School uses modern technology to teach. It is the most advanced in Asia and uses a curriculum based on student objectives. The curriculum can be tailored to meet the objectives and skill level of

individual learners. Character Club children's acting academy that focuses on teaching acting to children aged between 4-18 years old and adults with a built-in modeling department and the Act Lab55 acting institute that focuses on making students understand the science of acting, not just aiming to be a superficial star only (Superstar Academy, 2016).

One of the big impact schools on theatre scene in Thailand is Patravadi Mejudhon occupies a unique niche somewhere between the academic and commercial spheres. Her Patravadi Theatre served as a training school for young Thai theatrical artists, and is one of the prime theatres in Thailand that imported avant-garde artists and theatre groups. She now also runs the Patravadi High School Hua Hin and the continually growing Vic Hua Hin Arts Complex in Hua Hin, south of Bangkok (Denison, 2012). The Superstar Academy, to be a famous artist nowadays, you must have all-around ability in singing, dancing, and charisma, in addition to a fantastic performance. There are just a few acting institutes in Thailand that provide all-around training in one location to boost the institution's legitimacy. The lecturers themselves are a significant part of what makes the general public desire to come to study with the school, and the extensive entertainment business partner aids in decision-making in choosing this university as a teaching institution (Wattananokwong, 2019).

The value of acting courses in developing public speaking and rhetorical skills has led to these courses also being offered in various business schools and education faculties throughout the kingdom. However, the career training private school in Thailand have been facing the challenge on the high competition based on the growth of entertainment industry like China.

Differences between Career Training Private Schools in China and Thailand

Firstly, there are differences in nature. In China, career training private schools are completely different from formal education schools and do not have a degree. After parents pay, students can learn dancing, drawing, singing, basketball, hosting, and so on in career training private schools. There are no mandatory exams, and students will not find jobs. The length of study is up to parents or students to decide.

Secondly, there are differences in quantity. In China, there are a large number of career training private schools because parents want their children to have a certain skill, and everyone is learning because they are afraid that their children will fall behind. Therefore, most parents will let their children learn.

Overall, the career training private school is a paid school that educates and cultivates students' interests and hobbies. Generally, the study time is outside of normal cultural classes, such as attending classes in the evening or on weekends. It is an additional supplement to the study of cultural course, which can increase one's own skills and enhance personal value.

2.4 Literature Review

School Management and Leadership Studies

Cheng (2023) studied “School Effectiveness and School-Based Management: A Mechanism for Development Second Edition”. The result showed that a lot of new materials are added to re-organize the content and strengthen its academic merits. Traditionally, people often focus on maximizing school effectiveness or efficiency of separate types at one or two levels without considering the other categories of effectiveness and efficiency. No measure is implemented to ensure the congruence between types of school function or effectiveness, between levels, and between effectiveness and efficiency. It is not surprising that most of such policy efforts or management initiatives may not be so successful for a wide spectrum of effectiveness and efficiency in schools, or may result in failure. Taking the multiplicity of school effectiveness into consideration, the future directions for policy and management should aim to maximize school effectiveness and efficiency in multi-types at multi-levels. Critical questions to be considered in current movements of educational reforms should be: how to ensure congruence between types, between levels, and between effectiveness and efficiency, how to enhance not only one but all six types of school effectiveness at all four levels, and how to solve the dilemmas from the different expectations of various constituencies. In addition, if the given resources and time are limited, how to set the priority for achieving multi-types of school effectiveness at multi-levels should be carefully considered to ensure that it is feasible and achievable.

Himmetoglu, Ayduğ, and Bayrak (2020) studied “Education 4.0: Defining the Teacher, the Student, and the School Manager Aspects of the Revolution”. The data collection methods include qualitative research method was used in the study which examined the reflections of Education 4.0 concept in education. The result of this study in which the basic features of Education 4.0 are examined in the context of human resources; to implement Education 4.0, the necessity of integration of technology into education is emphasized. So, importance of realizing digital transformation in education to ensure the integration of education with technology for Education 4.0 is understood. In addition, to achieve Education 4.0, it can be suggested to conduct research on the content, objectives, learning experiences and assessment elements of Education 4.0’s curriculum. Also, it can be suggested to conduct studies to examine the readiness levels of Turkish Education System for Education 4.0 within the context of the qualifications revealed in this study.

Blimpo, Evans, and Lahire (2015) studied “Parental Human Capital and Effective School Management Evidence from The Gambia”. Based on this study, we draw the following conclusions and policy implications. First, a crucial feature for an effective local management program, such as the one envisioned and studied here, is local human capital (such as literacy) in the communities. We hypothesize that in general, the gap between capacity at the central and local levels is a key determinant of the success of such policies. In countries where this gap is small, regardless of absolute capacity levels, a decentralized policy may be superior because of the added value of localized information. However, if the gap is sufficiently high in favor of the central government, then localized information is less useful because communities are not well equipped to act on it. Our findings show that The Gambia may fall in the latter group. An intervention like this one may not be effectively by itself for the median community. Rather, interventions to increase community involvement should seek to relax constraints on community capacity. Second, in The Gambia, there appear to be other binding constraints on the education production function. Two of these constraints, explored here, are teacher capacity and effectiveness; others are limited instructional time due to the widespread double-shift schools, and teacher compensation. National policy shifts may need to lay the groundwork for improvements in these areas before school-level improvement plans

can be effective. Third, our findings suggest that a mechanism to supply accurate information to communities (about the relative performance of their children and the schools) could be desirable. This, in essence, substitutes for baseline capacity on the part of parents to evaluate the schools. Our data suggest that most parents – including in the rural areas have high aspirations for their children's professional futures and educational achievements. However, this is juxtaposed with the sharp inability of parents to understand the performance of their children and the functioning of the schools, even after the intervention. If well informed, parents may seek to hold schools accountable for their children's learning outcomes. In recent years, the government has experimented with providing school report cards that are focused on pictograms (such as smiley faces).

Kiprono, Nganga, and Kanyiri (2015) studied “An Assessment of School Management Committees’ Capacity in the Implementation of FPE Funds in Public Primary Schools: A Survey of Eldoret East District, Kenya”. The findings were presented in frequency tables, charts, and graphs. Low capacity of the SMCs at the district and school levels has undermined efforts to improve the quality of education. Weak leadership at school level can manifest itself as poor management of school finance. A School’s effectiveness is related not to the level of resources available to the school, but how well the resources are utilized (Govender, 2004). From the research findings the paper concludes that it is evident that the capacity of the SMCs in Eldoret East District is not up to the desired levels with regard to the management of the FPE funds, this is attributed to inadequate skills and knowledge on the use of devolved FPE funds in the public primary schools in the study area. However, there is a ray of hope since most of the SMC members are becoming more aware of the need to develop themselves in order to improve their efficiency in the management of the free primary education funds. There is need to develop the members of the committees on diverse areas in order to enable them have a holistic approach in the management of the public primary schools. The capacity of the committee was therefore limited by the knowledge, skills and attitudes they have. Therefore, school managers should be trained to ensure that they have the right skills to use devolved funds.

Amanchukwu, Stanley, and Ololube (2015) studied “A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management”. The

data collection methods include effective educational leadership is very essential to school effectiveness and improvement (Ololube, Egbezor, Kpolovie, & Amaele, 2012). To sustain educational leadership, leaders must develop sustainability on how they approach, commit to and protect teaching and learning in schools; how they sustain themselves and followers around them to promote and support teaching and learning; how they are able and encouraged to sustain their vision and avoid burning out; and how they consider the impact of their leadership in school management. Most leaders want to do things that matter, to inspire others to do it with them and to leave a legacy once they have gone (Hargreaves & Goodson, 2006). To a large extent, it is not leaders who mismanage their schools; however, it is the systems in which they lead (Mulford, 2003). Questionably, sustainable leadership certainly needs to become a commitment of all school leaders. Therefore, to sustain effective educational leadership, Hargreaves and Fink (2004) presented seven principles of sustainable leadership as follows:

- 1) Sustainable leadership creates and preserves sustaining learning
- 2) Sustainable leadership secures success over time
- 3) Sustainable leadership sustains the leadership of others
- 4) Sustainable leadership addresses issues of social justice
- 5) Sustainable leadership develops rather than depletes human and material resources
- 6) Sustainable leadership develops environmental diversity and capacity
- 7) Sustainable leadership undertakes activist engagement with the environment

To this end, this article has discussed effective educational leadership in school management and a quality wake up call for a better model that has applicability to the Nigerian education contexts. By examining the circumstances surrounding quality educational leadership in relation to school management, this article could conclude that success is certain if the application of the leadership styles, principles and methods is properly and fully applied in school management. Quality educational leadership tradition offers great opportunity to further refine educational leadership and management policies and practices by accepting and utilizing the basic principles and styles. The authors wish to propose that outstanding educational leadership principles and styles be adopted as a means of enhancing school management in Nigeria, given that at present things are not

progressing after decades of schooling in Nigerian public school management. Educational managers know that leadership requires a number of judgments each day that requires sensitivity and understanding of various leadership strategies. Thus, bridging the gap between theory and practice should be able to provide exploration of dominant leadership strategies to give school leaders a solid basis in theory and practical application. School leaders are encouraged to discover the most appropriate leadership strategy, or a combination of strategies that will best enable their school achieve results. Effective educational leadership style in school management is relatively fast, easy and cost effective if applied appropriately. The results of the effective educational leadership style applications are feasible for a number of purposes, which include improve administrative performance, team-building, and enhanced individual and school innovation in teaching and learning.

Lowe (2015) studied “Cram Schools in Japan: The Need for Research”. Papers were analyzed from all issues of the JALT Journal between 1979 and 2014, and were classified into five categories based on the context in which the research was carried out: elementary school, high school, university/junior college, eikaiwa (usually referred to as some variation of private schools for adults in the literature), and juku. Universities and junior colleges were combined into one category as they are both post-secondary institutions. A paper was considered to belong to these categories if it focused on any of the following areas of the context in question: participants (either teachers or students), materials, methodology, assessment, motivation, policy, or instructional principles. Papers which discussed two or more contexts (as in a comparative study) were counted in both categories. In order to avoid ambiguity, studies were not included in the category if they took place outside of Japan, such as university students studying abroad.

McKinsey Concept Study

Masfi and Sukartini (2022) studied “Effectiveness of Using the Mc Kinsey 7S Framework Model in Assessing Organizational Performance: A Systematics Review”. The data collection methods include systematic review. Destination in the study is for knowing the effectiveness of using McKinsey 7S framework models in evaluating performance organization. Method search use Prism chart 2020, search literature for authenticity research this conducted with literature review use keywords “Model

McKinsey 7S Framework" and "Assessment Organizational Effectiveness". The start year was 2019 until 2021. Search results 8,430 articles were found; however, only 25 articles match with criteria research. The articles were found from Scopus, Science Direct, ProQuest, PubMed, google scholar. Based on the results of a systematic review of 25 journals, obtained that McKinsey 7S framework models are effective in measurement rating performance organization. McKinsey 7S framework models can be used for evaluating performance organizations in various field science or field organizations because this model enough practical and dynamic as well as could be customized with needs organization that well rated. Besides because practical and dynamic, this model has a comprehensive model so that performance organization could be measured from a variety of corner look assessments.

Ainunnisa, Raharja, and Putera (2022) studied "The Mckinsey 7S Framework and School Branding: An Exploratory Study at Private Islamic Elementary School". The data collection methods include observation, interview, and literature research. The main data source is Muhammadiyah Elementary School in Yogyakarta, the principal of Sokonadi, while the secondary school data source includes 7 teachers, 2 staff, and school stakeholders. The data was analyzed using Miles & Huberman's techniques, including data reduction, data introduction, and conclusions drawn. The results showed that 1) shared values with the tagline "Smart, Religious, and Fun", 2) the school's strategy in branding creates multi-intelligence students and realizes the vision and mission of Muhammadiyah's goals, 3) organizational structure for the development of school branding with varied coordinating fields, 4) school skills in making a comprehensive management information system, 5) prioritizing quality-based-learning in every recruitment, 6) facilitating all teachers' or staffs' competences, and 7) the principal uses two-way communication method.

Nuridin, Sumin, Venny, and Hidayat (2021) studied "The Performance of School Supervision Organizations in the Remote Area of East Aceh Regent". The conclusions of this study are as follows. (1) The performance of the school supervisory organization in East Aceh Regency has not been running well. The indicators of the conclusion are: (a) there is no program for the appointment of school supervisors that refers to the needs of the target schools and the readiness of prospective school supervisors. (b) School

supervisors do not yet have a strategic plan for secondary school supervision. (c) The implementation of supervision does not yet have a share value as an adhesive for school supervisors in providing professional assistance and the vision and mission. (d) In terms of organizational structure, the supervisory position is not clear. (e) System or the reporting mechanism is still limited to meeting the administrative requirements for supervision, not yet focusing on the supervisory material provided. (f) There is no certainty about the length of time the supervisor will be assigned in one target school. (g) There is a lack of competency improvement training for supervisors, junior supervisors, middle supervisors, and principal supervisors. (h) The position of coordinator of school supervisors has not played a leading role. (i) The performance of school supervisors has not been assessed professionally. (j) There is no reward and punishment system yet. In addition, (2) the factors that influence the performance of the school supervisory organization in East Aceh Regency to produce an effective supervision system there are five factors from the McKinsey 7S framework that have not been met, namely: (a) staff or quality of human resources for school supervisors, especially academic qualifications and subject backgrounds; (b) skills, especially on the ability to carry out academic supervision/supervision; (c) system Supervision has not connected the needs of the target schools with the performance of the school supervisory organization and the carrying capacity of the Education Office correctly. (d) The strategy must be related to the overall planning of supervisory activities, including assigning supervisors to the target schools according to the capacity of school supervisors, performance appraisal, and giving rewards and punishments. (e) The position of school supervisors in the structure of the Education Office and schools must be clarified to make it easier for supervisors to carry out supervision. In addition to these five factors, support from other institutions that serve as supervisors is needed, such as the Education Quality Assurance Institute (LPMP).

Sumbane, Mothiba, Modula, Mutshatshi, and Manamela (2023) studied “The McKinsey 7S Framework for assessment of challenges faced by teachers of children with autism spectrum disorders in the Limpopo province, South Africa, South Africa”. The findings revealed several factors that influence the provision of high-quality education to children with ASD. As a result, these findings can be used to monitor and evaluate the education of children with ASD in special public schools. Inclusive education programs

should be evaluated on a regular basis to ensure that they are meeting the complex needs of children with ASD. The principals of special schools should ensure compliance with the strategic goals and objectives, as well as the policy frameworks on inclusive education.

Meijuanv and Jiangdi (2020) studied “Discipline Construction Plan of Undergraduate Studies in Applied Universities for China's Guangdong Baiyun University Based on the McKinsey 7S Model”. This article studies the problems in current disciplinary development, and takes Guangdong Baiyun University as an example to discuss the development paths, from the perspective of the McKinsey 7S model, i.e., strategy, structure, systems, style, staff, skills, and shared values, and give these seven elements special meanings in application scenarios of discipline construction. The aim is to promote the reform of the system and mechanism of discipline construction and provide strategic support of and reference to decision-making to enhance such universities' disciplinary, and even comprehensive, strengths.

Gökdeniz, Kartal, and Kömürcü (2017) studied “Strategic Assessment based on 7S McKinsey Model for a Business by Using Analytic Network Process (ANP) International Journal of Academic Research in Business and Social Sciences”. These results of the study give an idea about to what extent a business organization has access to their goals, in the context of the 7S model. Keywords: 7S Model, Strategic assessment, and Analytic Network Process.

Clerico (2016) studied “Sustainable Strategies in the Rubber Thread Industry”. The data collection methods include the sustainable strategy of the rubber line industry aims to analyze the existing work of a family run organization in Malaysia, including operations, practices, and workflow, and further prepare an implementation report on the sustainable strategy to promote the overall development of companies producing rubber lines in Southeast Asia. Considering that rubber line production is a complex process that requires continuous improvement and enhancement. The methods used for preparing reports include literature review on sustainability, including research on various models such as McKinsey's.

Based on various management theories in the past, their similarities have been summarized. Some are suitable for enterprise companies, while others are suitable for

school management, such as managing employees, planning, organization, etc. The latest management theory, the McKinsey 7S model, can not only summarize the previous similarities, but is also suitable for application in school management. The previous McKinsey 7S model has not been used in school management, so the entire study is feasible.

2.5 Conceptual Framework

Having gathered and analyzed relevant theories, concepts, and research, the researcher applied the management concept and the McKinsey 7S framework to analyze the management system of career skill training private schools, leading to the following conceptual framework.

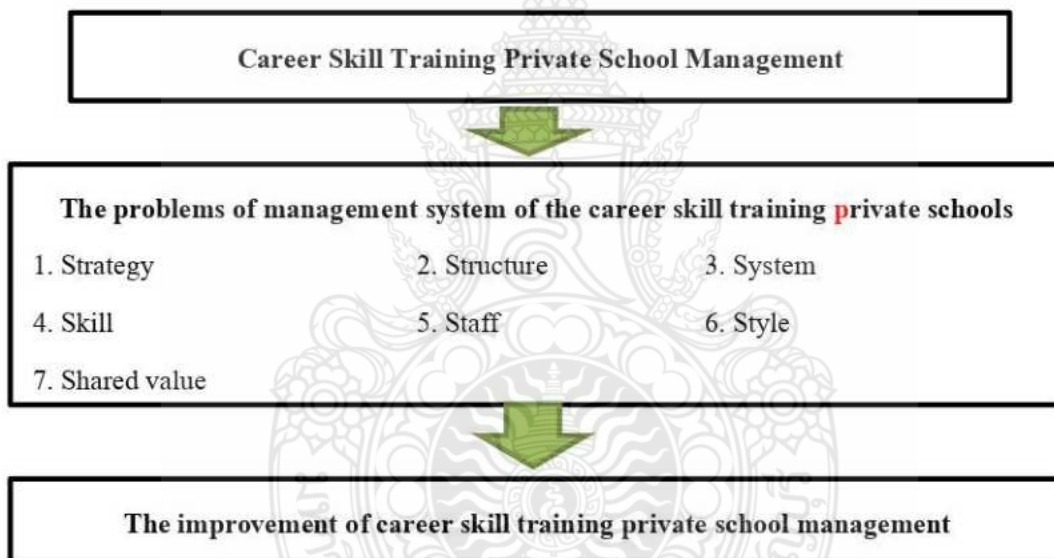


Figure 2.5 Conceptual Framework

Figure 2-5 shows the conceptualized of the reviewed many concepts of management system, the common elements were found. However, Mckinsey concept is the tool that can be used for all business, enterprises, and school. It is appropriate to apply the career training private school in China for finding the new knowledge which the traditional management concepts missed. After applying the Mckinsey concept, the problems and needs will be appeared for recommend the suggestion of improvement the current management of career training private school.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter defines research method based on the characteristics of research objectives and problems, and the qualitative research method is selected. The research methodology includes:

- 3.1 Research Design
- 3.2 Key Informants
- 3.3 Research Tools
- 3.4 Data Collection
- 3.5 Data Analysis

3.1 Research Design

This study mainly adopts qualitative methods and in-depth interviews format. According to the research framework, two distinct approaches have been applied: an exploratory approach and an analytical approach. The primary approach employed in this study is the exploratory approach, making qualitative methods particularly suitable. In this context, in-depth interviews serve as a valuable research tool for the examination of the current management system within career skill training private schools. Consequently, the findings from the exploratory approach will undergo analysis to identify problems and challenges. This analysis forms the basis for synthesizing the development of strategies aimed at enhancing the current management practices within the career skill training private schools, aligning with the analytical approach of the study.

According to the research framework in Figure 2-5, the development of a management system for career skill training private schools can be found to include five steps.

(1) Step 1: This step involves a review of McKinsey 7S framework using academic published sources.

(2) Step 2: Review the management system of career skill training private schools, focusing on the current management practice in China. Data were gathered from related documents such as the published articles, reports, and news.

(3) Step 3: This step focuses on the exploration of selected career skill training private schools by using Mckinsey 7S indicators to define their problems.

(4) Step 4: Analyze on-going efforts and strengthen opportunities to enhance management system based on the problems finding.

(5) Step 5: Conclusion and recommendations can be made, based on those findings from the previous steps, to potentially enhance the management system of career skill training private schools in China.

3.2 Key Informants

This research chose to conduct face-to-face interviews with the managers of five private training schools because they have been operating in their respective regions for many years and have been very successful. Moreover, they have found their responsible persons, so their credibility is high. Then, on the internet, three parents and three students from one of the schools were interviewed. Parents have registered at school for many years and have a good understanding of the school situation. Students are also senior students who have registered at school for 4 to 5 years or more, with high credibility. Interviews are conducted to engage in a conversation with a predetermined purpose prior to the interview. An interview is about listening to one or more people while others share their thoughts (Hallin, A., & Helin, J. 2018).

Table 3.1 List of Key Informants

No.	Name	Status	Region	Date
1	Mr. Li	School Director	Shaping Town	25 June 2023
2	Mr. Huang		Xianshi Town	26 June 2023
3	Mr. Zheng		Gaoxin District	24 June 2023
4	Ms. Jiang		Gongjing District	25 June 2023
5	Ms. Luo	Teacher	Yantan District	28 June 2023
6	Mr. Ming		Shaping Town	22 June 2023
7	Mr. Ci		Xianshi Town	23 June 2023
8	Mr. Liao		Gaoxin District	28 June 2023

Table 3.1 List of Key Informants (Continue)

No.	Name	Status	Region	Date
9	Mr. Sui	Parent	Gongjing District	28 July 2023
10	Ms. Li		Yantan District	29 July 2023
11	Ms. Ma		Yantan District	23 June 2023
12	Ms. Zan		Xianshi Town	25 June 2023
13	Mr. Wang	Students	Gaoxin District	25 June 2023
14	Ms. Liu		Yantan District	26 June 2023
15	Mr. You		Yantan District	24 June 2023

3.3 Research Tool

A total of 15 managers, teachers, employees, parents, and students underwent face-to-face semi-structured interviews, covering their daily work and problems encountered in the career skill training private schools. Because the researcher is also at the career skill training private school, the effective setting of interview questions has made the interview questions and results credible and researchable. There are two sets of interview questions set up – one for the managers, teachers, and employees in the career skill training private schools; and the other for parents and students. The questionnaire survey consists of four parts as follow:

3.3.1 Part 1: questions about general information which are open-ended questions consisting of the following questions:

3.3.1.1 What is your age?

3.3.1.2 What job do you do in the care skill training private school?

3.3.1.3 How long have you been working at the care skill training private school?

3.3.2 Part 2: questions about current management of the career skill training private school which are open-ended questions consisting of the following questions:

3.3.2.1 Development goals of your school

3.3.2.2 How many departments are there in your school and what are the responsibilities of each department?

3.3.2.3 What is the personnel arrangement of your school? For example, recruitment, training, etc.

3.3.2.4 How is the main guidance provided by your school?

3.3.2.5 How do various departments in your school cooperate in their work?

3.3.2.6 Do each department of the school have their own work records?

3.3.2.7 Accounting and financial planning for your school

3.3.3 Part 3: questions about problems of management system the career skill training private school which are open-ended questions consisting of the following questions:

3.3.3.1 What strategies are used by the career skill training private school to effectively manage their operations?

3.3.3.2 How does the organizational structure of the career skill training private school affect their management practices?

3.3.3.3 What are the systems in the career skill training private school to promote effective management?

3.3.3.4 How does the leadership style adopted by the career skill training private school affect their management practices?

3.3.3.5 What are the roles of faculty in the management of the career skill training private school?

3.3.3.6 How can the career skill training private school cultivate and enhance students' skills through management practices?

3.3.3.7 To what extent does the career skill training private school prioritize common values in their management methods?

3.3.4 Part 4: questions about suggestion of management the career skill training private school which are open-ended questions consisting of the following question:

3.3.4.1 What are your suggestions for school management?

3.4 Data Collection

This research used an interview form. The interview format is divided into three parts based on the research purpose as follows:

Part 1: Sample selection refers to the researcher selecting individuals who can provide useful information. Generally speaking, samples should be experts, individuals responsible for a specific responsibility, or groups that can provide useful information. This study selected managers, teachers, parents, and students from different technical schools.

Part 2: The preparation and implementation of the interview involves the researcher preparing interview questions and determining the start and end times of the interview before the interview. The implementation of interviews allows researchers to communicate face-to-face with interviewees in order to understand their viewpoints and perspectives. This study is based on the questions set by McKinsey 7S, and then interviews the interviewees.

Part 3: The analysis and reporting of interview results is based on the content and implementation of the interview, and the researcher prepares a report to provide reference for collecting and researching the results.

The McKinsey 7S strategic model points out various factors that enterprises must comprehensively consider in the development process, including both "hardware" elements (strategy, structure, and system) and software elements (style, personnel, skills, and shared vision). It requires enterprises to not only focus on hardware, but also on "software". Based on this strategic model, the researcher has designed 7 relevant questions for managers in private training schools.

The McKinsey 7S strategic model only focuses on internal management methods and experience, and requires more understanding of the development of the enterprise. Therefore, the researcher has designed a question on the external issues of private training schools, which are also the main consumers, parents, and students of private training schools. the researcher has designed their views on five aspects of the school, including four fixed questions and one non fixed question, in order to gain a more comprehensive understanding of our views on the school.

In order to achieve the purpose of this research, the researcher has chosen to use interviews as a method of collecting qualitative data. This choice is appropriate, because the purpose of this research is to understand the internal management of private training schools and the views of parents and students on the school. These questions can

be answered through interviews. This is the main method. Qualitative research is relevant here because the researcher would like to understand people's reactions and reasoning in certain fields. To distinguish different behavioral patterns, it is also relevant. The purpose of an interview is to understand someone's way of thinking (Troost, 2010).

1. Primary Data

The researcher initially searched for theoretical knowledge in learning management from books, articles, internet, libraries, and real-life technical school management, removed shortcomings, and summarized similarities, which are more suitable for the operation and management of technical schools.

2. Secondary Data

2.1 Respect the interviewee and establish a trust relationship with them.

2.2 Conduct interviews closely around the theme and purpose of the survey, and avoid getting off the topic.

2.3 Keep records after the interview is over.

Through face-to-face interviews with managers, teachers, students, and parents of different career skill training private schools, the interview content involves using the McKinsey 7S framework internally (school managers, teachers) and external (parents and students) perspectives on various aspects of the school to obtain basic data.

3.5 Data Analysis

This study is qualitative research. The content analysis is employed to analyze the existing laws and regulations implemented at the central and local levels in China. Qualitative research refers to the process of quantifying data without applying statistical procedures or other measurements related (Strauss and Corbin cited in Cresswell, 1998).

In order to ensure the validity and reliability of the findings, a rigorous content analysis will be conducted. Content analysis involves the systematic examination of documents and various communication artifacts, including text, images, audio, or video. This approach enables social scientists to discern and analyze patterns in communication in a systematic and replicable manner. Data analysis within content analysis entails describing the observed data and phenomena. All the quoted results derived from the

content analysis will be subjected to a triangulation process. This process entails cross-referencing and validating the extracted information from interviews with the input and evaluation of experts within the relevant field. Triangulation serves as a critical step in the research process, ensuring that the research findings are robust, credible, and in accordance with established best practices in qualitative research.



CHAPTER 4

RESEARCH RESULT

This chapter designs interview questions for managers of different career skill training private schools based on the McKinsey 7S framework, and summarizes the problems in the management of career skill training private schools.

4.1. The Current Management System of the Career Skill Training Private Schools

The interviews conducted with school directors, teachers, and parents of students revealed notable disparities in the advantages of different schools. These distinctions primarily stem from variations in their management approaches and the focal areas of their training programs. Furthermore, the differences in knowledge levels and cognitive processes among the five school principals play a crucial role. Some of these educational leaders exhibit a propensity for continuous learning and innovative thinking, which significantly contributes to the effective management and operation of their respective schools. Conversely, not all principals achieve equally favorable outcomes in this regard. Additionally, the size of the teacher and student populations within these schools is largely contingent upon factors such as the school's establishment date and its operational circumstances. These factors influence the overall scale and capacity of educational institutions.

4.1.1 Planning

It was found that these 5 schools confirm their development goals through joint consultation with shareholders, as they share some common development goals. Therefore, everyone is willing to establish schools together and cooperate together. For example, the longest established school is Ivory Tower Art and Culture Training School. It was established in March 2019, which was founded together because several shareholders had the same development goals. The operation has been in good condition until today.

4.1.2 Organizing

It was found that there are several departments in the schools and the responsibilities of each department. The reason for the coordination of work among various departments is based on the division of work according to different tasks. There are a few school staff, so the division of organizational departments is also limited. The most representative one is Yichen Art and Culture Training School. Although the number of faculty members is not large, they have effectively and reasonably arranged and cooperated with the department. Several major management teachers work together, and although each has different job responsibilities, they will help each other and work together to complete their tasks.

4.1.3 Staffing

This is the result of recruitment and training personnel arrangements of the school. For personnel arrangements, most schools recruit through the interview process, and some schools provide irregular training for employees, resulting in different methods of personnel management. For personnel recruitment, each school has different methods, some recommend it, some find it on their own, and the arrangement for improving and training the school's faculty is also different. For Qihang Art and Culture Training School, it was not established long ago and there were not many faculty members, so it has not yet started to improve and train. Thus, the situations vary.

4.1.4 Directing

This is the result of main core guidance of the school. The first core decision-making power of the school is the shareholder meeting, followed by the principal. An important decision made by the school is the shareholder meeting decision, and implementation requires the cooperation and implementation of various departments. The respondents from the five schools are all management or principals, and they all have a certain degree of decision-making power. However, based on each person's education level or management style, it is not clear how to make decisions or the quality of the decisions.

4.1.5 Co-ordinating

This is the result of coordination and cooperation among various departments of the school. Most school departments have been very good at collaborating and completing the school's work requirements, while some schools may have separate departments that only complete their own department's work and do not collaborate. A typical example of collaborative work is Yichen Art and Culture Training School, whose establishment time was May, 2021. However, their managers have a good understanding of each other's cooperation, supervision, and joint decision-making on major school operations and management. Therefore, their management effectiveness is very successful.

4.1.6 Reporting

It was found that each department in the school has its own work records and reports. A few schools have their own departmental records and reports, while most schools have managers or operating teachers responsible for their work. At Yongpan Gaofeng Art Training School, school establishment time was April, 2021. This school has its own operating personnel, with specialized work and learning records, and will report to the school irregularly. By recording a series of development situations of the school, it will more effectively and reasonably enhance the comprehensive strength of the school. Therefore, reporting is very effective and necessary.

4.1.7 Budgeting

This is the result of accounting and financial work and planning in schools. For the finance and accounting of schools, it is generally not convenient to conduct interviews related to business, but all five schools have their own financial management personnel who pay taxes in accordance with the law and manage them reasonably. According to Chinese tax requirements, the finance and accounting of these 5 schools have hired professional personnel to work, such as recording and calculating the school's income, monthly tax declarations, setting prices for school learning expenses, and understanding social and economic changes.

From the above information, it can be summarized of the career skill training private school management system in Figure 4.1

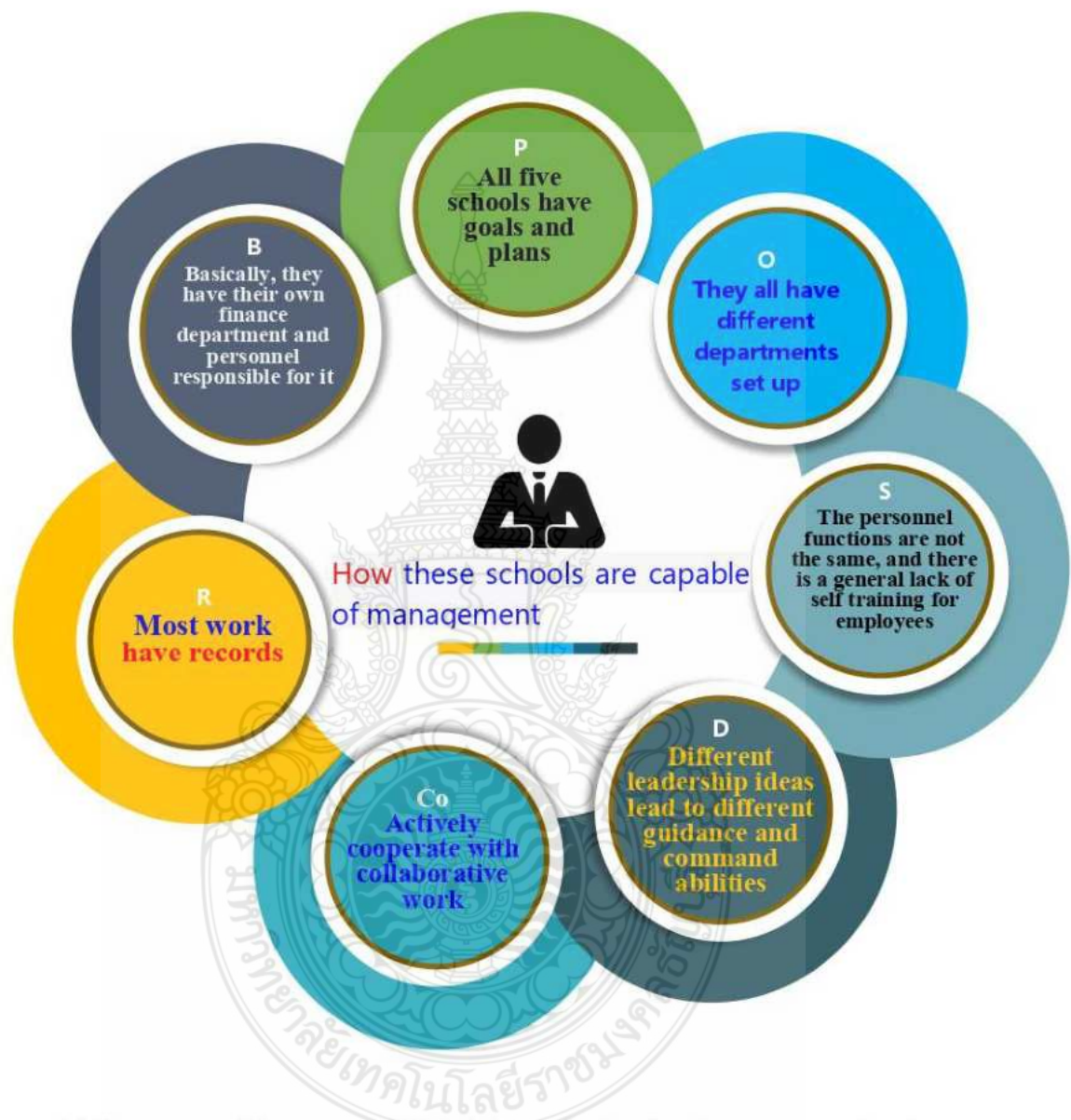


Figure 4.1 Summary of the career skill training private school management system

To sum up the overall background of the 5 schools from the interview, firstly, for the time of establishment, these 5 different schools were established from 2017 to 2022. Secondly, for the type of school, the training subjects in these 5 schools are all comprehensive arts, and there are no schools that only train one subject. The common

subject is dance, which is all being trained. The advantages of each school are different because their management methods are different, and the key training subjects of the school are also different. For example, some schools have better management, while others have better dance training. Thirdly, for leadership of principal, the knowledge level and ideas of the principals in the five schools are differences, some principal leaders often learn and think, which is very beneficial for the management and operation of the schools and some may not have such a good effect. Finally, the number of faculty and students is largely determined by the school's establishment time and operating conditions. The number of students in these five schools is all over 100, which also indicates that the management and operation results are good, while the number of teaching staff is not significantly different. The financial management of these 5 schools is handled by the government through accounting and tax reporting, but the payment of wages and benefits to internal schools is handled by dedicated personnel within the school.

4.2 The Problems of Management System of the Career Skill Training Private Schools

In the study of the problems within the management system of career skill training private schools, the researcher employed the McKinsey 7S framework as the conceptual basis. The findings are as follows:

4.2.1 Structure Problem

It was found that there are three main problems in the school's structure as follows:

4.2.1.1 The career skill training private school organizational structure is unclear.

It was found that organizational structure is unclear because some schools have not been carefully considered by shareholders, and others have fewer employees, resulting in unclear distribution of departments and employees.

Citing information obtained from the interviews:

“The organizational structure should be clear with a clear division of responsibilities, so that various departments can coordinate their work and jointly achieve the school's goals. At the same time, the organizational structure should also be

flexible and adaptable to the needs and changes of the school” (Mr. Li, interview, June 25, 2023).

“It can optimize management processes, improve efficiency and effectiveness, so that schools can better adapt to market demand and provide better training services” (Mr. Huang, interview, June 26, 2023).

4.2.1.2 No flexible changes in organizational structure (problems 2).

According to the development and changes of the school, there is no flexible change in the organizational structure. In some schools, there are fewer professional management personnel, so lack of management experience can lead to inflexible departmental organizational changes, which departments can be avoided, and which can form new departments.

Citing information obtained from the interviews:

“At the same time, the organizational structure should also be flexible and adaptable to the needs and changes of the school” (Mr. Li, interview, June 25, 2023).

“Divergence of ideas in management practice. Career skill training private schools are influenced by factors such as funding and student sources, and their organizational structure is not detailed enough or can operate in multiple functions. Also, the division of labor and cooperation among management personnel not only improves work efficiency, but also enables orderly management” (Mr. Huang, interview, June 26, 2023).

4.2.1.3 The need for division of labor and collaboration among management personnel

It was found that management personnel need to divide and collaborate in order to ensure effective and orderly work. It was also found that in some interviews, some employees had unclear division of labor and did not determine their main tasks. They did everything but could not do anything well.

Citing information obtained from the interviews:

“Sometimes in school, I also do other things because I don't have enough staff, so I help with other things. However, this makes me a bit tired and I have too many tasks to do at work, so I'm afraid I won't be able to do well” (Mr. Li, interview, June 25, 2023).

“Also, the division of labor and cooperation among management personnel not only improves work efficiency, but also enables orderly management” (Mr. Huang, interview, June 26, 2023).

Summary according to the interviews with different school managers, it was found that almost everyone believes that the organizational structure needs to be clear and the division of responsibilities needs to be clear, so that all departments can coordinate their work and jointly achieve the school's goals. At the same time, the organizational structure should also be flexible to adapt to the needs and changes of the school.

4.2.2 System Problem

It was found that there are three main problems in the school's system as follows:

4.2.2.1 Not paying attention to the government's relevant regulations on schools.

It was found that the school did not pay attention to the relevant government regulations. In the interviews, all school administrators rarely mentioned government related policies to me because they were not too direct and had a significant impact, so they did not pay attention to them.

Citing information obtained from the interviews:

“We are more focused on developing campus systems and pay less attention to government policies and systems” (Mr. Li, interview, June 25, 2023).

“Sometimes the Education Bureau will notify us to attend meetings, but the frequency is rare, and we cannot remember some relevant policies clearly” (Mr. Huang, interview, June 25, 2023).

4.2.2.2 Inconsistent formulation of school regulations

It was found that different schools have different internal systems and are not uniformly formulated. The rules and regulations within different schools are different, and there is no industry standard or standard.

Citing information obtained from the interviews:

“There were many aspects of the school system, 1) principal's responsibilities and authority system, 2) responsibilities and management system of division, 3) student management system, 4) financial management system, and 5) safety management system” (Mr. Li, interview, June 25, 2023).

“1. Establish a dedicated management team or administrative department responsible for the daily management, decision-making, and planning of the training school. 2. Establish a teacher evaluation system for training teachers, and conduct regular teaching quality and performance evaluations to improve teaching quality and teacher literacy. 3. Develop a curriculum management system, regulate curriculum settings and arrangements, and ensure the quality and completeness of the curriculum. 4. Develop a safety management system, including measures such as fire prevention, theft prevention, and disaster prevention, to ensure the safety of training schools and the physical health of students. 5. Establish a disciplinary management system, standardize students' behavioral norms and disciplinary requirements, and strengthen students' self-discipline and sense of responsibility. 6. Establish a communication and exchange system, including communication channels and mechanisms between teachers and students, as well as between schools and parents, to promote information exchange and problem-solving” (Mr. Huang, interview, June 26, 2023).

4.2.2.3 Few schools have a punishment system

It was found that there is lack of encouragement and punishment system for employees. Some schools only offer rewards, while others offer very few rewards and many punishments, so there is a lack of a standard for rewards and punishments, with clear rewards and punishments.

Citing information obtained from the interviews:

“The teaching quality, attendance system, daily work system, clear rewards and punishments for teachers, for example, if students give good feedback to teachers, rewards can be given in terms of salary and benefits. In case of student turnover, salaries will also be deducted. Reward students for their attendance and learning progress, and reward those who have made progress in their studies” (Mr. Huang, interview, June 26, 2023).

Summary of the system of private training schools is a very important rule, and all school managers attach great importance to it. In short, under the premise of complying with laws and regulations, different systems are designated according to the nature of work and work is managed in an orderly and effective manner. However, the systems developed by each school also have differences.

4.2.3 Style Problem

It was found that there are two main problems in the school's style as follows:

4.2.3.1 Lack of emphasis on leadership skills

It was found that not realizing the importance of leadership, most schools do not realize the role of leadership and therefore work in a systematic manner, including leading their own problems, setting school standards, behavioral habits, and guiding school management.

Citing information obtained from the interviews:

“One's teachings are a hundred times better than words. The manager's own behavior is the core of the team atmosphere. If you don't believe it, don't say it, and don't ask subordinates for things you can't do. Two positive feedback reinforcement. Know what behavior you want to encourage, be able to see positive behavior from employees, reward positive behavior from employees, and bear the risk of positive behavior” (Ms. Jiang, interview, June 25, 2023).

“A service-oriented leadership style that provides a lot of care and support to employees, family like, clear division of labor for teaching, work, and finance” (Ms. Luo, interview, June 28, 2023).

4.2.3.2 In addition to leadership encouragement, there is also a lack of some leadership punishment.

It was found that school leaders should have clear rewards and punishments.

Citing information obtained from the interviews:

“Management has costs, and if you don't know where the costs are, you don't understand management. The focus should be on encouraging behavior rather than outcomes” (Ms. Jiang, interview, June 25, 2023).

Summary of leadership styles should vary depending on the situation, requiring friendliness, rigor, clarity, etc., but there are several management styles that need improvement.

4.2.4 Staffs Problem

It was found that there are one main problems in the school's staffs as follows:

4.2.4.1 Focusing only on teachers and neglecting other employees

It was found that excessive bias towards teacher importance and neglect of other employee management. For example, our management and operation staff are also very important, which is related to the enrollment management and operation of the entire school, as well as financial personnel, and so on.

Citing information obtained from the interviews:

“In the management of training schools, faculty play a crucial role. They are not only educators in schools, but also guides and role models for students. They are responsible for imparting course content, guiding students' learning progress, and helping them improve their learning abilities” (Mr. Li, interview, June 25, 2023).

“Teachers are an indispensable and important force in educational institutions. Their role goes far beyond imparting knowledge, but also cultivating students' personalities and moral qualities, laying the foundation for their future success” (Ms. Jiang, interview, June 25, 2023).

Summary of the education industry, it was found that the importance of teaching staff is self-evident. Similarly, in the operation of career skill training private schools, it is of utmost importance. Only with good teaching quality can sustainable development be achieved. Therefore, in interviews, we also gained an understanding of the work of teaching staff, The importance of other employees is equally important. For example, the operation and management of schools require the continuous learning and progress of employees.

4.2.5 Skills Problem

It was found that there is one main problem in the school's skills as follows:

4.2.5.1 Lack of opportunities to provide skills internships

It was found that some schools do not provide practical opportunities for learning skills. It only teaches students the skills and does not provide them with more practical opportunities, which not only limits their ability to better utilize their skills but also hinders their learning emotions from rising.

Citing information obtained from the interviews:

"It should provide the training as follows: provide practical opportunities. But sometimes only reporting performances does not provide better practical opportunities. Stimulate students' initiative. Pay attention to students' personalized development." (Mr. Li, interview, June 25, 2023).

"Develop clear teaching objectives. Improving the quality of teaching can help students learn more skills, but we only have final presentations and are looking for other practical opportunities" (Mr. Huang, Mr. Huang, interview, June 26, 2023).

Summary of all local skill training schools, it was found that everyone also attaches great importance to students' school achievements. Almost every school will have results displayed at the end of the semester, but in managing students' learning and skill development, everyone's methods are also different, and lack of practice.

4.2.6 Strategies Problem

It was found that there are three main problems in the school's strategies as follows:

4.2.6.1 Some schools have outdated enrollment methods in operation.

It was found that some schools lack innovative and outdated enrollment methods in terms of operation. Some schools still use the traditional method of using land to promote flyers for enrollment, without paying more attention to modern methods such as popular short videos and likes from friends.

Citing information obtained from the interviews:

“Before the start of each year's school year, we organize enrollment by distributing flyers and gifts on the street, as well as using low-priced courses to attract more students to sign up” (Ms. Luo, interview, June 28, 2023).

“There are no more professional recruitment teams, we only have to recruit students ourselves. Some teachers go out not far away to distribute flyers, so sometimes the recruitment effect is not good, so hiring a professional recruitment team will have good results” (Mr. Zheng, interview, June 24, 2023).

4.2.6.2 The management of the teacher team is not comprehensive.

It was found that most schools lack comprehensive management of teacher teams, failure to improve teachers' own skills, teaching methods, and communication skills with parents and students.

Citing information obtained from the interviews:

“We have requirements for teachers to display materials and image photos to facilitate parents and students' understanding of the teacher. Of course, we also carefully review the materials when recruiting teachers ourselves” (Ms. Jiang, interview, June 25, 2023).

“For teachers, we will require them to submit teaching plans for each semester and showcase them to the public, so that parents and students can know what they have learned in advance. Then, at the end of the semester, students will evaluate and rate the teacher” (Mr. Huang, interview, June 26, 2023).

4.2.6.3 Communication issues with parents after class in school management (problems 3)

It was found that lack of communication with parents after class can affect the number of students.

Citing information obtained from the interviews:

“In our school studies, our teachers always prepare their lessons carefully in advance, greet the students warmly upon arrival, and have a strong passion in class. We all feel good together, but we don't have much communication with parents after class, which can lead to misunderstandings about our teachers” (Mr. Li, interview, June 25, 2023).

“Our teachers are not good at communication and communication, and classes are quite good. Once we communicate with parents, it becomes unnatural” (Mr. Huang, interview, June 26, 2023).

Summary of enrollment to school management, it was found that to course management and operation, there must be clear and detailed work in place, and the operating models are also diverse and becoming increasingly innovative. However, there are situations where enrollment is lagging behind, the teaching staff is not comprehensive, and after-school services are not in place.

4.2.7 Shared Value Problem

It was found that there are two main problems in the school's shared value as follows:

4.2.7.1 The common goal of the same school staff is not sustainable.

It was found that after determining the same development goal, some may give up for some reasons, especially personal interests, failure to consistently align with common development goals, lack of long-term guidance from major schools, and limited self-awareness.

Citing information obtained from the interviews:

“When the school was first established, everyone had a unified development goal. Gradually, some people would take care of themselves and ignore the interests of the school, which was different from their original ideas” (Ms. Jiang, interview, June 25, 2023).

“Because some employees earn relatively little money during a period of time, they may not discuss with everyone and try to attract students according to their own ideas or charge for private classes, which will have an impact on us students” (Mr. Li, interview, June 25, 2023).

4.2.7.2 The school staff did not notice that they should also have common goals with parents and students (problem 2).

It was found that not realizing that the school and teachers and students are integrated.

Citing information obtained from the interviews:

“Our teachers just want to teach our students well. Teachers spend a lot of effort, while parents just want their children to learn some hobbies without putting too much effort into them” (Ms. Luo, interview, June 28, 2023).

“Some part-time teachers come to our school for classes, only to teach and then leave. They do not have too much communication with students and do not truly integrate them into the school culture and common goals” (Ms. Jiang, interview, June 25, 2023).

Summary of the management methods of training schools, it was found that common values are largely prioritized. Common values refer to a set of moral principles and behavioral norms recognized and followed by schools, students, teachers, and parents, lack of persistent common goals among the school's faculty and staff, as well as the unity of the school with teachers, students, and parents.

To sum up, based on the Mckinsey interview, it can be found the hard and soft element of Mckinsey 7S framework as shown in the table below.

Table 4.3 Distinguishing the findings of Mckinsey 7S framework

Hard Elements	Soft Elements
Strategy: Many schools continue to rely on traditional enrollment methods, often neglecting the concept of sustainable development in their strategic planning.	Shared Values: Negative findings in the first element (Structure) can have a cascading impact on all other elements, including the foundational shared values, potentially undermining the overall organizational culture and ethos.
Structure: The organizational structure within these schools lacks clarity, and there is a general lack of specificity in defining work roles and responsibilities.	Skills: Despite students acquiring skills, there is a noticeable gap in their practical application, as reported by both parents and students during interviews.
Systems: These schools do not appear to effectively consider and respond to government policies, preferring instead to establish their own systems without due	Staff: There is a noticeable deficiency in self-improvement initiatives among the teaching staff, indicating a need for professional development and up skilling.

Table 4.3 Distinguishing the findings of Mckinsey 7S framework (Continue)

Hard Elements	Soft Elements
regard for external regulations and guidelines.	Style: Leadership within these institutions appears to be deficient in fostering the cultivation and development of leaders' own ideologies and perspectives, thereby hindering comprehensive leadership growth.

4.3. The Suggestions on the Improvement of Career Skill Training Private School Management

Based on the interview, it was found that the common problems, potentials, and needs as follows:

4.3.1 Potentials

The several schools interviewed have been established for many years and share the same potential to develop and operate until now. For example, they have a good leadership team, operational methods, teacher teams, and post maintenance management.

Citing information obtained from the interviews:

“It can optimize management processes, improve efficiency and effectiveness, so that schools can better adapt to market demand and provide better training services. Divergence of ideas in management practice. Career skill training Private schools are influenced by factors such as funding and student sources, and their organizational structure is not detailed enough or can operate in multiple functions. Also, the division of labor and cooperation among management personnel not only improves work efficiency, but also enables orderly management” (Mr. Huang, interview, June 26, 2023).

4.3.2 Needs

It is necessary to implement government laws, regulations, and relevant policies, establish and improve school departments, systems, and teaching equipment,

increase outstanding teachers and teaching quality, provide effective and reasonable after-school teaching services, such as effective communication with parents, increase the number of students, increase the school's brand influence, and increase economic income.

Citing information obtained from the interviews:

“There were many aspects of the school system, including 1) principal's responsibilities and authority system, 2) responsibilities and management system of division, 3) student management system, 4) financial management system, 5) safety management system” (Mr. Li, interview, June 25, 2023).

4.3.3 Improvement Recommendation

Based on the result of interview, it can be synthesized the improvement for enhancing the management system of career training private school. There were many suggestion aspects which found from the Mckinsey concept. It can be conceptualized to be a model as shown in the following figure.

4.3.3.1 Structure

1) To develop training skills

It was found that seize the opportunities brought by the market demand for vocational skills training in private schools. By taking advantage of the government's strong promotion of extracurricular art and sports skills training, we can seize this opportunity and vigorously develop it.

Citing information obtained from the interviews:

“Before our school, there was cultural training, but after the implementation of the double reduction policy, there was no such thing. Although there was no cultural training, there is now an increasing demand for art training.” (Mr. Li, interview, June 25, 2023).

“Nowadays, many children choose a hobby skill for learning, so the entire skill training market is very good. Of course, it still depends on factors such as the environment to influence the choices of parents and students” (Ms. Jiang, interview, June 25, 2023).

2) To adjust the school structure according to the market, it was found that there is a clear division of school departments, subdivided into the job responsibilities of

each department, and a sound division of labor can effectively improve the comprehensive ability of the school.

Citing information obtained from the interviews:

“Although our school department has a division of labor, everyone helps each other and completes tasks together, which also increases friendship between everyone. However, without division of labor, everyone’s understanding of the work is not clear, and completion may not be complete” (Mr. Zheng, interview, June 24, 2023).

“In our school, each employee performs their respective duties. We will identify the personality traits of each employee and let them do what they are suitable for. This will greatly improve work efficiency” (Mr. Huang, interview, June 26, 2023).

Seize the opportunities brought by the market's demand for vocational skills training in private schools. Combine the development of the school with the comprehensive needs of students, establish corresponding teaching departments, implement work division, and enhance competitiveness.

4.3.3.2 Systems

1) To develop the relevant government policies, it was found that only by utilizing government policies as effective guidance and promotion tools to align the school system with government regulations can we effectively grasp the new, old, and changing policies.

Citing information obtained from the interviews:

“The Education Bureau will have our responsible person attend meetings at intervals to explain the recent policy requirements. If we fail to fulfill the requirements seriously, we will be punished in the future and will also affect the school's enrollment” (Ms. Luo, interview, June 28, 2023).

“The school will implement the policy requirements as soon as possible, such as charging standards. We will not charge fees exceeding 3 months, and parents are aware of the policy and feel that it is also very formal”

(Mr. Huang interview, June 26, 2023).

2) To change formulate school rules and regulations based on government policies

It was found that utilize market demand to promote the improvement of internal systems and regulations in schools, as well as strengthen management and improve management quality.

Citing information obtained from the interviews:

“Our school's system is basically formulated according to government requirements, which not only meets market requirements but also standardizes our own management” (Mr. Li, interview, June 25, 2023).

“Every school has a school charter, which is a requirement, but we also have a separate standard of conduct. Without rules, there can be no circle, which can better develop the comprehensive strength of the school” (Ms. Jiang, interview, June 25, 2023).

Utilize government policies as effective guidance and promotion tools to align school systems with government regulations, and leverage market demand to drive internal institutional and regulatory improvements in schools, strengthen management, and improve management quality.

4.3.3.3 Style

1) Promoting leadership development of school manager

It was found that the decision-making ability of leaders directly affects the operational direction of the organization, and leadership is the decisive factor of the entire school, with top priority.

Citing information obtained from the interviews:

“Our school has a shareholder system, and many important decisions are made at shareholder meetings. This is why our shareholders discuss and implement leadership decisions together” (Mr. Li, interview, June 25, 2023).

“The principal finally says the important things in our study. Generally, they are very important things. We just need to implement them” (Mr. Zheng, interview, June 24, 2023).

2) To improve strength

It was found that improving leadership also requires continuous learning, combining with reality, communicating with subordinates, listening to reasonable suggestions from subordinates, and enhancing overall strength.

Citing information obtained from the interviews:

“Our school principal often goes out for training and then comes back for meetings to share, which benefits us greatly” (Mr. Huang, interview, June 26, 2023).

“As a principal, I am well aware of my own importance, so while constantly improving myself. I also listen to everyone's suggestions. I believe that only in this way, I can do better and not just act on my own will” (Ms. Jiang, interview, June 25, 2023).

Continuously evaluate and update the internal processes of the school, while improving the quality of teaching, while also improving students' practical and operational abilities. Implement skill assessment procedures for students to comprehensively improve their quality.

4.3.4 Staff

4.3.4.1 To focus on training and learning employees' abilities

It was found that it is important to emphasize employee training and learning, encourage employee participation in training, and ensure that all faculty members maintain continuous learning and self-improvement.

Citing information obtained from the interviews:

“We will organize team building and skill learning from time to time, although not many times, we feel it is necessary. We have also learned something and can help the school” (Mr. Huang, interview, June 26, 2023).

“In our staff team, we go out for training one by one every year, and most of them are willing to learn more. We will also explain and persuade those who are unwilling” (Ms. Jiang, interview, June 25, 2023).

4.3.4.2 To evaluate the learning improvement of employees' abilities to develop the school

It was found that it is important to pay attention to the evaluation of training effectiveness, improve employees' work ability and level, and adapt to market demand and the needs of enterprise development.

Citing information obtained from the interviews:

“For teachers who come back from studying abroad, we ask them to keep good records and share their learning achievements for common progress” (Ms. Jiang, interview, June 25, 2023).

“The teachers sent out by our school to study will showcase their public classes after returning to improve their teaching abilities and better assist the school's needs and development” (Ms. Luo, interview, June 28, 2023).

It was found that it is important to pay attention to employee training and learning, ensure that all faculty members maintain continuous learning and self-improvement, and encourage employees to participate in training. Pay attention to the evaluation of training effectiveness, improve employees' work ability and level, in order to adapt to market demand and the needs of enterprise development.

4.3.5 Skills

4.3.5.1 Ways to enhance the soft power of schools

It was found that continuously evaluate and update internal school processes, while improving teaching quality and students' practical and operational abilities.

Citing information obtained from the interviews:

“We usually have a final evaluation for both teachers and students, with a two-way evaluation scoring system. This not only improves the teaching level of the teacher, but also enhances the learning outcomes of the students” (Mr. Li, interview, June 25, 2023).

“Our school will have final presentations to showcase the skills learned by students, which can also enhance their interest in continuing learning in the future.” (Ms. Jiang, interview, June 25, 2023).

4.3.5.2 To strengthen students' skills

It was found that it is important to implement a student skill assessment program to comprehensively improve students' quality because the decision-making ability of leaders directly affects the direction of the organization's operations, improving leadership also requires continuous learning, combining with reality, connecting with

subordinates, and listening to reasonable suggestions from subordinates to improve overall strength.

Citing information obtained from the interviews:

“Our school also conducts some project grading tests during the summer vacation every year, which is also an assessment and qualitative assessment of students' skills. In future studies, it will also be very helpful for students” (Mr. Li, interview, June 25, 2023).

“To test students' skill learning, we will also bring some students with good learning outcomes to competitions, which is the most direct way to showcase our own achievements” (Mr. Huang, interview, June 26, 2023).

4.3.6 Strategy

4.3.6.1 To promote strategies for developing schools

It was found that it is important to implement differentiation and sustainable development strategies, and implement targeted measures.

Citing information obtained from the interviews:

“Compared to the management of other peers, we will provide different after-school services or participate in activities to increase enrollment, which can increase the number of students in the school” (Ms. Jiang, interview, June 25, 2023).

“Sometimes in our school, we also offer special courses, such as parent-child classes or holiday parties. By doing so, we can showcase our students' unique characteristics, which can increase the goodwill of parents and students and enhance our school's abilities” (Mr. Huang, interview, June 26, 2023).

4.3.6.2 How to identify the unique development strategies of schools

It was found that it is important to improve the quality of training and education, and utilize the unique management and teaching capabilities of the school to enhance its core competitiveness.

Citing information obtained from the interviews:

“The school also invites well-known teachers to teach, which has greatly improved both teachers and students, and also increased our school's competitiveness” (Mr. Li, interview, June 25, 2023).

“In addition to teaching, we also regularly conduct teaching training for teachers and conduct new course experiments, which greatly improves our teacher's educational ability and increases the quality of school education” (Mr. Zheng, interview, June 24, 2023).

It is important to implement differentiation and sustainable development strategies, implement targeted measures, improve the quality of training and education, and utilize the unique management and teaching capabilities of the school to enhance its core competitiveness.

4.3.7 Shared Values

4.3.7.1 The Importance of Shared Values in Schools

It was found that the cohesion and strength of a school are directly related to its survival and development, requiring common goals and a shared economy.

Citing information obtained from the interviews:

“I work in this school because everyone is happy to work together, united and cohesive. Everyone wants this school to develop better and make money” (Mr. Huang, interview, June 26, 2023).

“I am also one of the shareholders myself, so we believe that when we are together, the first priority is to plan to make money together, and we also do the same. When encountering difficulties, we will work together to solve them, and everyone will be very happy together” (Mr. Li, interview, June 25, 2023).

4.3.7.2 To strengthen shared values in schools

It was found that only with excellent leadership and institutions can schools have cohesion and shared values, in order to improve overall efficiency.

Citing information obtained from the interviews:

“To have a common development goal, I think the first thing is to have the thoughts of shareholders' meetings together, correct incorrect concepts in a timely manner, and unify ideas in order to improve overall efficiency” (Mr. Huang, interview, June 26, 2023).

“When there are ideological or work differences among people, I think if the school has relevant rules and regulations in advance, it can effectively avoid such differences and unify ideas and values” (Ms. Jiang, interview, June 25, 2023).

Whether a school has cohesion and the strength of cohesion are directly related to the survival and development of the school, requiring common goals and a shared economy. Only with excellent leadership and systems can schools have cohesion and shared values. Improving overall effectiveness.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusion and findings regarding the development of the management system of career skills training private schools. The aim of this research was to: 1) study the current management system of career skills training private schools, 2) study the problems of management system of the career skill training private schools, and 3) suggest the improvement of career skill training private school management.

This study adopted a qualitative methodology for data collection, entailing in-depth interviews with managerial representatives from five career skill training private schools. Subsequent to data collection, the analysis process involved both content analysis and triangulation techniques to comprehensively elucidate the intricacies of the management systems.

5.1. Conclusions

5.1.1. Summary of purpose 1: the current management system of career skills training private schools

5.1.1.1 Planning

It was found that the development goals of the 5 schools confirm their development goals through joint consultation with shareholders, as they share some common development goals. Therefore, everyone is willing to establish schools together and cooperate together.

5.1.1.2 Organizing

It was found that there are several departments in the school and the responsibilities of each department. The reason for the coordination of work among various departments is based on the division of work according to different tasks. There are a few school staff, so the division of organizational departments is also limited.

5.1.1.3 Staffing

It was found that there is recruitment and training personnel arrangements of the school. For personnel arrangements, most schools recruit through the interview

process, and some schools provide irregular training for employees, resulting in different methods of personnel management.

5.1.1.4 Directing

It was found that there is a main core guidance of the school. The first core decision-making power of the school is the shareholder meeting, followed by the principal. An important decision made by the school is the shareholder meeting decision, and implementation requires the cooperation and implementation of various departments.

5.1.1.5 Co-ordinating

It was found that there is coordination and cooperation among various departments of the school. Most school departments have been very good at collaborating and completing the school's work requirements, while some schools may have separate departments that only complete their own department's work and do not collaborate.

5.1.1.6 Reporting

It was found that each department in the school has its own work records and reports. A few schools have their own departmental records and reports, while most schools have managers or operating teachers responsible for their work.

5.1.1.7 Budgeting

It was found that there is accounting and financial work and planning in schools. For the finance and accounting of schools, it is generally not convenient to conduct interviews related to business, but all five schools have their own financial management personnel who pay taxes in accordance with the law and manage them reasonably.

5.1.2 Summary of purpose 2: the problems of management system of the career skill training private schools

It was found that the examination of career skill training private schools reveals several shortcomings across the elements of the McKinsey 7S framework:

5.1.2.1 Structure: The organizational structure within these schools lacks clarity, and there is a general lack of specificity in defining work roles and responsibilities.

5.1.2.2 Systems: These schools do not appear to effectively consider and respond to government policies, preferring instead to establish their own systems without due regard for external regulations and guidelines.

5.1.2.3 Style: Leadership within these institutions appears to be deficient in fostering the cultivation and development of leaders' own ideologies and perspectives, thereby hindering comprehensive leadership growth.

5.1.2.4 Staff: There is a noticeable deficiency in self-improvement initiatives among the teaching staff, indicating a need for professional development and up skilling.

5.1.2.5 Skills: Despite students acquiring skills, there is a noticeable gap in their practical application, as reported by both parents and students during interviews.

5.1.2.6 Strategy: Many schools continue to rely on traditional enrollment methods, often neglecting the concept of sustainable development in their strategic planning.

5.1.2.7 Shared Values: Negative findings in the first element (Structure) can have a cascading impact on all other elements, including the foundational shared values, potentially undermining the overall organizational culture and ethos.

These findings underscore the need for comprehensive improvements across multiple dimensions to enhance the overall management and effectiveness of career skill training private schools. For value, it was not found the sense of belonging to all stakeholders. Thus, it is necessary to always promote common values.

5.1.3 Summary of purpose 3: the suggestions on the improvement of career skill training private school management

5.1.3.1 Seize the opportunities brought by the market's demand for vocational skills training in private schools. Combine the development of the school with the comprehensive needs of students, establish corresponding teaching departments, implement work division, and enhance competitiveness.

5.1.3.2 Utilize government policies as effective guidance and promotion tools to align school systems with government regulations, and leverage market demand

to drive internal institutional and regulatory improvements in schools. Strengthen management and improve management quality.

5.1.3.3 Continuously evaluate and update the internal processes of the school, while improving the quality of teaching, while also improving students' practical and operational abilities. Implement skill assessment procedures for students to comprehensively improve their quality.

5.1.3.4 Pay attention to employee training and learning, ensure that all faculty members maintain continuous learning and self-improvement, and encourage employees to participate in training. Pay attention to the evaluation of training effectiveness, improve employees' work ability and level, in order to adapt to market demand and the needs of enterprise development. Because the decision-making ability of leaders directly affects the direction of the organization's operations, improving leadership also requires continuous learning, combining with reality, connecting with subordinates, and listening to reasonable suggestions from subordinates to improve overall strength.

5.1.3.5 Implement differentiation and sustainable development strategies, implement targeted measures, improve the quality of training and education, and utilize the unique management and teaching capabilities of the school to enhance its core competitiveness.

5.1.3.6 Whether a school has cohesion and the strength of cohesion are directly related to the survival and development of the school, requiring common goals and a shared economy. Only with excellent leadership and systems can schools have cohesion and shared values. Improving overall effectiveness.

Based on the aforementioned recommendations, a summary can be depicted as shown in Figure 5.1.



Figure 5.1 New Management Model of Career Training Private School

Adapted from McKinsey's framework

According to the study of all three objectives, the summary can be depicted as shown in Figure 5.2.

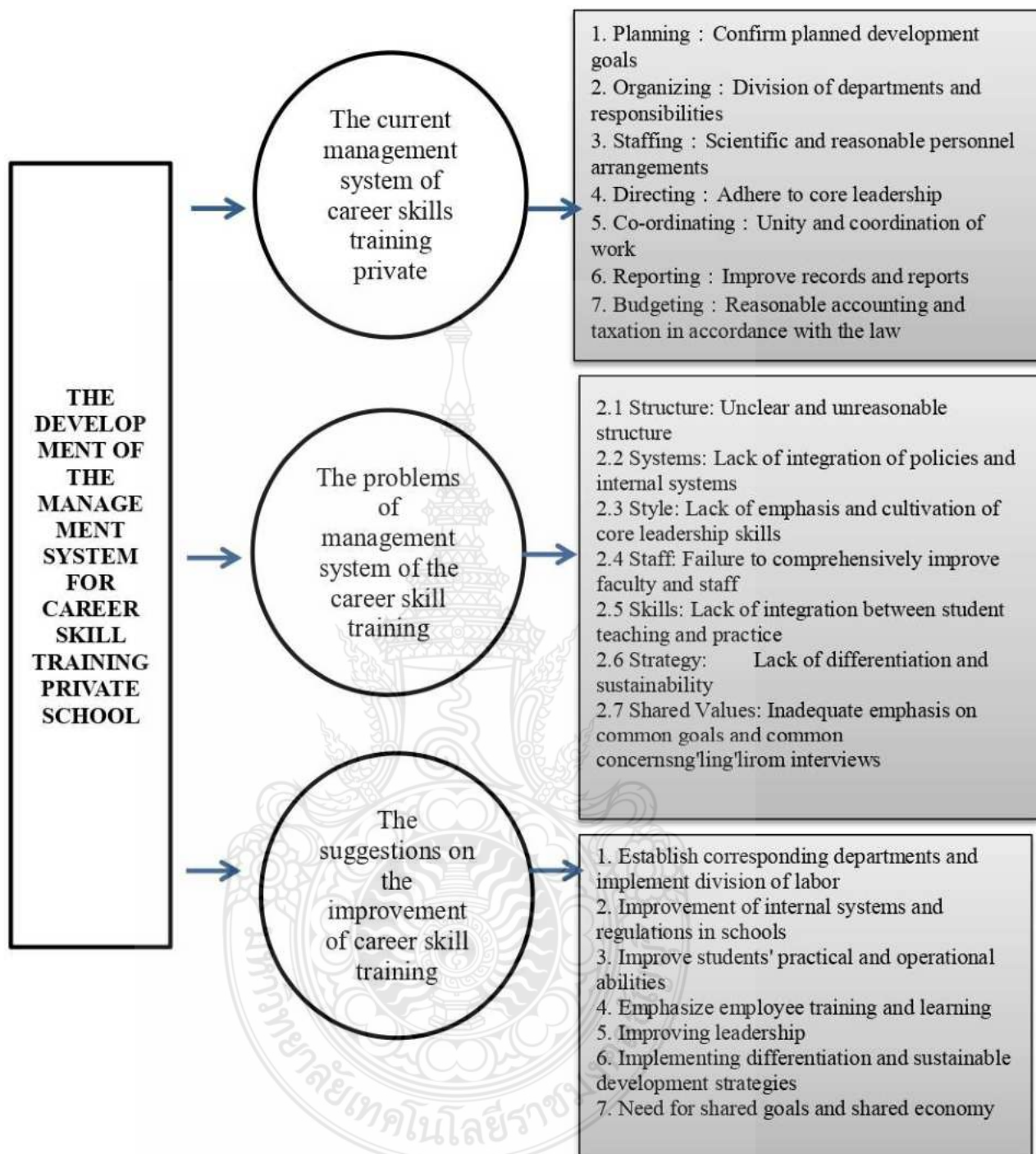


Figure 5.2 the study of all three objectives, the summary can be depicted

5.2 Discussion

5.2.1 Discussion of the research objective 1: the current management system of career skill training private schools

The interviews conducted with school directors, teachers, and parents of students

revealed notable disparities in the advantages of different schools. These distinctions primarily stem from variations in their management approaches and the focal areas of their training programs. Furthermore, the differences in knowledge levels and cognitive processes among the five school principals play a crucial role. Some of these educational leaders exhibit a propensity for continuous learning and innovative thinking, which significantly contributes to the effective management and operation of their respective schools. Conversely, not all principals achieve equally favorable outcomes in this regard. Additionally, the size of the teacher and student populations within these schools is largely contingent upon factors such as the school's establishment date and its operational circumstances. These factors influence the overall scale and capacity of educational institutions.

5.2.2 Discussion of the research objective 2: the problems of management system of the career skill training private schools

The examination of career skill training private schools reveals several shortcomings across the elements of the McKinsey 7S framework:

Structure: The organizational structure within these schools lacks clarity, and there is a general lack of specificity in defining work roles and responsibilities.

Systems: These schools do not appear to effectively consider and respond to government policies, preferring instead to establish their own systems without due regard for external regulations and guidelines.

Style: Leadership within these institutions appears to be deficient in fostering the cultivation and development of leaders' own ideologies and perspectives, thereby hindering comprehensive leadership growth.

Staff: There is a noticeable deficiency in self-improvement initiatives among the teaching staff, indicating a need for professional development and up skilling.

Skills: Despite students acquiring skills, there is a noticeable gap in their practical application, as reported by both parents and students during interviews.

Strategy: Many schools continue to rely on traditional enrollment methods, often neglecting the concept of sustainable development in their strategic planning.

Shared Values: Negative findings in the first element (Structure) can have a cascading impact on all other elements, including the foundational shared values,

potentially undermining the overall organizational culture and ethos.

These findings underscore the need for comprehensive improvements across multiple dimensions to enhance the overall management and effectiveness of career skill training private schools. For value, it was not found the sense of belonging to all stakeholders. Thus, it is necessary to always promote common values.

5.3 Recommendations

5.3.1 Policy Recommendation

From the study, the following recommendations are proposed for shaping policies within relevant organizational units associated with education as follow:

- (1) The tuition range policy of career skill training private schools cannot be too low or too high.
- (2) Career skill training private school standardizes internal management policies and conducts regular inspections.

5.3.2 Practical Recommendation

Based on the analysis conducted, practical recommendations for school directors and managers to enhance their management system based on the Mckinsey7s framework are as follows:

- (1) Strategy: Utilize government policies as effective guidance and promotion tools for enhancing management across all seven dimensions of the school. Implement targeted initiatives, such as improved security measures and a standardized fee structure not exceeding three months, to enhance overall effectiveness.
- (2) Structure: Seize opportunities arising from market demand for career skill training private schools. Align the school's development with the comprehensive needs of students, with a focus on improving the quality of private skill training education to enhance brand competitiveness.
- (3) System: Leverage market demand to drive software improvements within the school. Strengthen leadership skills, enhance teaching quality, implement skill assessment procedures for students, and position the school as a choice for quality education.

(4) Skill: Align policies with government regulations while making positive adjustments based on the school's unique advantages. This could involve adapting class hours within specified limits, especially under policies like dual reduction.

(5) Staff: Embrace competition with external peers by implementing a differentiation strategy. Leverage the school's distinct management and teaching capabilities to improve core competitiveness.

(6) Style: Adhere rigorously to laws, regulations, and relevant policies from a standpoint of school discipline. Continuously evaluate and update internal school processes, including enrollment management, to stay current with industry trends. Foster a culture of continuous learning, innovation, and safety awareness to prevent accidents.

(7) Shared Value: Cultivate a soft, cooperative perspective within the school community. Focus not only on competition with peer institutions but also on learning and collaboration with successful peers. Improve teaching standards by learning from others' strengths and weaknesses to ensure sustained growth and development.

5.3.3 Research Suggestions

Based on the results and discussion presented in this research, recommendations to the government can be formulated to enhance the regulation and oversight of career skill training private schools. These suggestions aim to promote the healthy and orderly development of the entire private skill training school market while contributing to social harmony and development. By implementing these recommendations, the government can play a pivotal role in fostering a more regulated, transparent, and equitable private skill training school sector. This, in turn, can contribute to the overall advancement of education and skills development, benefiting both students and society as a whole.

For future research endeavors, there are several promising avenues to explore. Quantitative research can conduct surveys to gauge the satisfaction of parents and students regarding the operation of the management system in career skill training private schools. This quantitative approach can provide statistically robust insights into the effectiveness of the management systems and identify areas for improvement. Also, the stakeholder analysis is an investigation into the roles and perspectives of relevant stakeholders. For example, government officials are responsible for informal education

and private education oversight. Understanding their views and policies can inform the development of effective strategies for enhancing career skill training private schools. By adopting these research approaches, future studies can contribute significantly to the enhancement of Career Skill Training Private Schools and, more broadly, to the development of education and skills training in China. This research has the potential to shape policies and strategies that drive human development and economic growth in the country.



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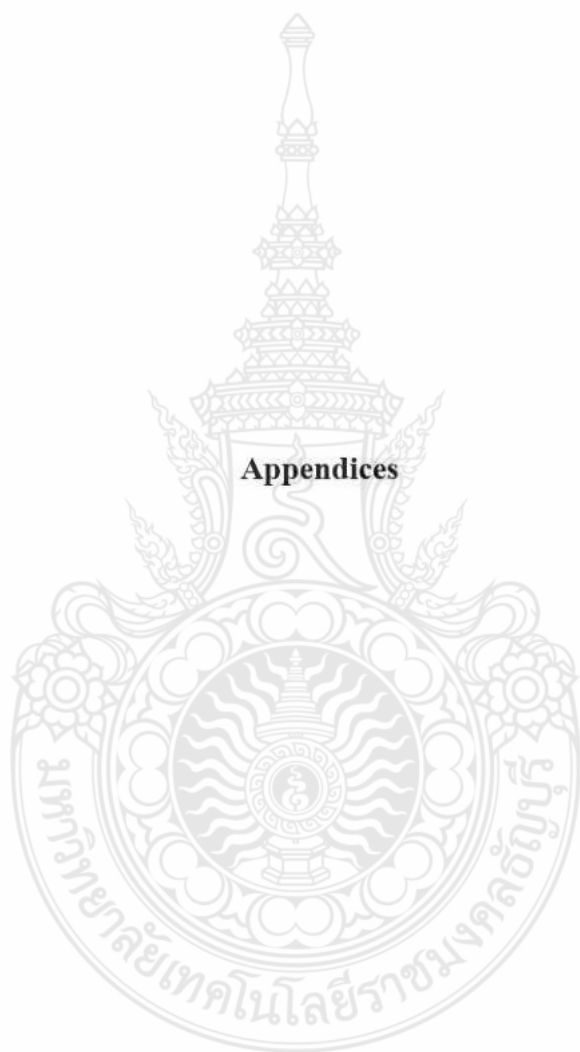
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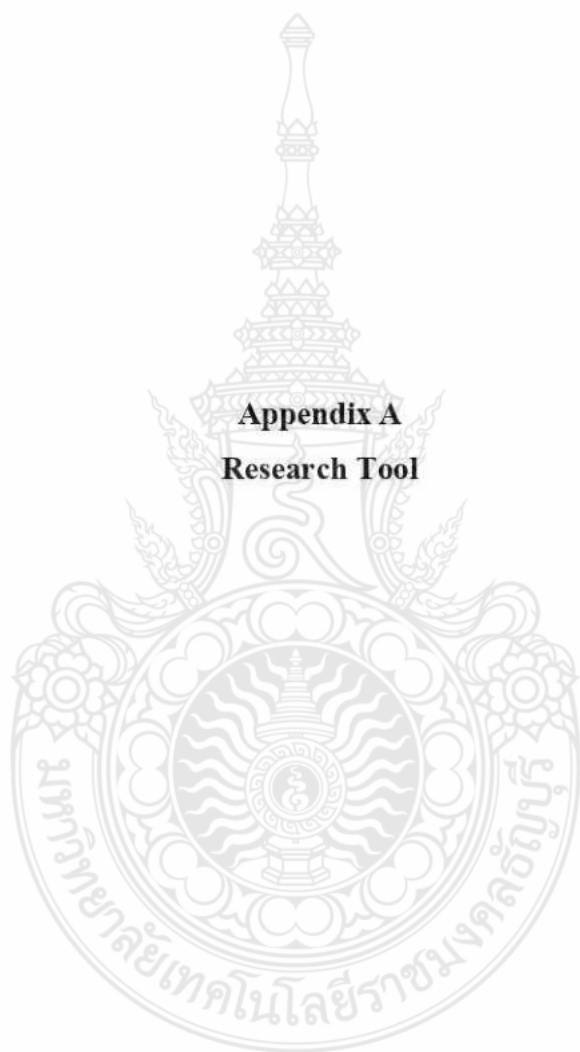
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Appendices



Appendix A
Research Tool



The questionnaire survey consists of four parts:

Part 1 questions about general information

1. How old are you?
2. What job do you do in the care skill training private schools?
3. How long have you been working at the care skill training private schools?

Part 2 questions about current management of the career skill training Private schools

1. Development goals of your school
2. How many departments are there in your school and what are the responsibilities of each department?
3. What is the personnel arrangement of your school? For example, recruitment, training, etc
4. How is the main guidance provided by your school
5. How do various departments in your school cooperate in their work
6. Do each department of the school have their own work records
7. Accounting and financial planning for your school

Part 3 questions about problems of management system the career skill training Private schools

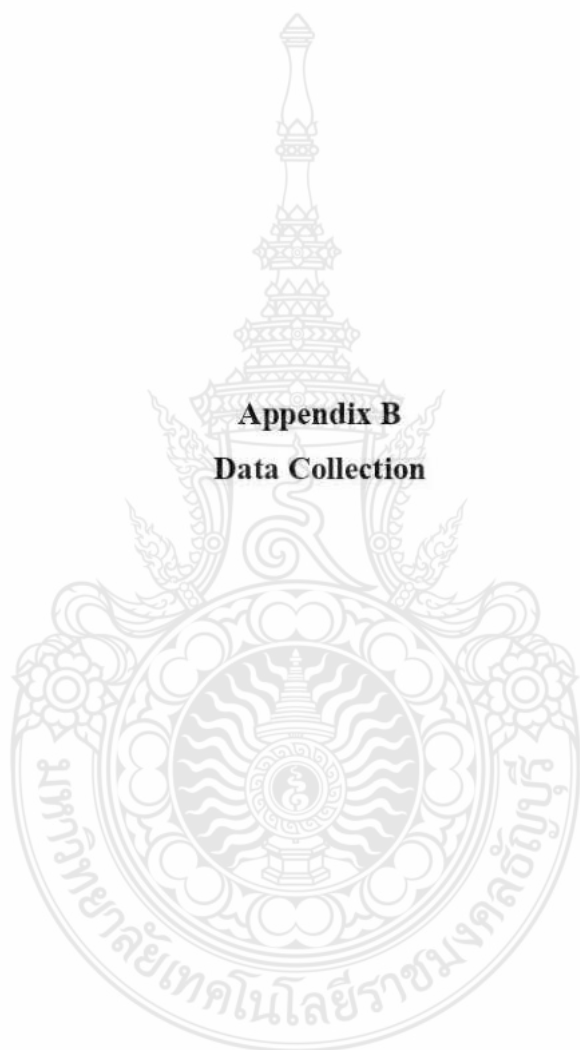
1. What strategies are used by career skill training Private schools to effectively manage their operations?
2. How does the organizational structure of career skill training Private schools affect their management practices?
3. What are the systems in career skill training Private schools to promote effective management?
4. How does the leadership style adopted by career skill training Private schools affect their management practices?
5. What are the roles of faculty in the management of career skill training Private schools?
6. How can career skill training Private schools cultivate and enhance students' skills through management practices?
7. To what extent do career skill training Private schools prioritize common values in their management methods?

Part 4 questions about suggestion of management the skill training Private schools

What are your suggestions **career** for school management?



Appendix B
Data Collection



Information during the interview:



Biography

Name - Surname	Mr DanshengPang
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