

Analysis of reports on organizational management and innovation: Taking the continuous improvement and leadership innovation development of Huai'an Middle School as an example

纪东津

(南开大学 天津 300000)

Abstract: Through the systematic study of the organization's innovation and management of this course by the author. Taking the continuous improvement and leadership innovation development of Huai'an Middle School as an example, a series of key abilities tools are used to analyze and report the future development innovation of Huai'an Middle School, including present situation, vision, goals, strategies, risks, and resource management, etc., the author aims to provide a new type of leadership innovation and development management method for Huai'an Middle School and contribute social forces.

Key words: CI; managing innovation in organizations; innovation development; Huai'an Middle School

中图分类号: G511 文献标识码: A 文章编号: 2832-9317 (2023) 03-0079-12

DOI: 10.12424/HA.2023.049 本文链接: <https://www.oc-press.com/HA-202303-079.html>

1. Assignment 1: Organisational Review

Your Name: Ji Dongjin

Your Organisation's Name: Huai'an Middle School

Please fill in the following table using the text book as a reference (pp 227 – 238) for further information.

Key Behaviours for Strategy Deployment			
Key Ability 1: Understanding CI			
Key Behaviours	Trigger Questions	Level Identified	Evidence/Examples
People live the CI values	What do people think of CI? How frequently do people come up with proposals for change?	3	My team members and I need to realize the importance of continuous improvement, which determines the height of our school's development in the future. In order to continuously promote the comprehensive quality and skills of our school leaders at all levels and each teacher, for this reason, we will conduct a comprehensive understanding of all teachers on a regular basis, including teaching skills, teacher quality, teacher ethics, etc. At present, we have conducted a comprehensive score for each teacher this semester. The full score is 100. Most teachers score 70-90, and a small number of teachers score lower, which mainly depends on their teaching methods and teaching skills.

<p>The management style reflects a commitment to CI values Facilitative rather than directive Mistakes are used to assist learning Small achievements are important /recognised Holding CI principles when under pressure</p>	<p>Are people allowed to recommend small changes? Do they feel they can make a difference? Does management also contribute to improvement?</p>	<p>4</p>	<p>I served as the teaching leader of the middle management department in the school, recommending and pursuing continuous improvement strategies and management methods. Since the comprehensive scores of most teachers are basically qualified, although a small number of teachers are not qualified and have insufficient teaching experience, these teachers have also begun to realize the importance of continuous improvement, and will humbly seek advice from those experienced teachers with excellent teaching performance. From this point of view, they are willing to accept continuous improvement programs and measures, and they will promote the improvement of their teaching quality. After a period of continuous improvement and strategic deployment, it has indeed played a great role in the work. Such a management style and incentives favor continuous improvement. I hope that my teaching team can be aware, and self-require and self-evaluate, regularly implement such strategic deployment, and give feedback and suggestions. Therefore, I project my teaching team to be level 4, which means "it is expected - and widespread across all levels and functions" (Bessant, 2003, p. 230). However, my expectations were restricted and affected by some uncontrollable special circumstances, which failed to achieve the best expected results, such as: the problems encountered in the cooperation process of the teaching team, and the relationship with colleagues.</p>
<p>When something goes wrong people look for reasons rather than to blame.</p>	<p>What is the reaction when things go wrong?</p>	<p>3.5</p>	<p>When my teaching team encountered similar situations such as untimely preparation of lessons or insufficient number of lectures listening, the leaders took more measures to blame each other than to find out the specific reasons. In analyzing the root cause behind the incident and solving the problem, and not realizing the best way to solve the problem.</p>
<p>Key Ability 2: Strategy Deployment</p>			
<p>Strategic goals and objectives are used to prioritise improvement in their activities.</p>	<p>How do people prioritise? How do people decide what priorities, what problems to work on?</p>	<p>3</p>	<p>Our school leadership has indeed carried out systematic strategic deployment for improving teaching programs and teaching strategies. With regular meetings to help the school teachers improve their teaching skills, thereby improving their teaching performance, this is the priority strategic goal. Implementation such a strategic goal, but found the following problem, that is, due to the uneven teaching ability of the overall teachers, it is impossible to carry out the overall guidance and training plan, so it is in a dilemma.</p>
<p>Everyone understands the organisation's strategy, goals and objectives</p>	<p>Are targets for problem solving linked to the bottom line? Are targets linked to daily activities?</p>	<p>4</p>	<p>The students' vocabulary recitation expansion goal was compared with the standardized diagnostic test, and it was broken down into a monthly goal. In the form of a competition, the whole class was encouraged to evaluate the best measures to help students learn in a mutual under the motivating and positive environment, they arouse their interest in memorizing words, and the effect is good. Their parents are also interested in this, tutoring and helping students to write more vocabulary at home, so as to improve students' grades.</p>
<p>People monitor the results of their activities</p>	<p>How do people measure activities and their results?</p>	<p>5</p>	<p>Through the above teaching methods, the students' English subject performance has been further improved and improved, and the leaders have a positive attitude towards the teachers' teaching results. There are effective assessments and assessments to assess each teacher's teaching performance, providing additional support and reviewing teaching practice where required. And compared with other parallel schools outside the school, under the same evaluation standard, the teaching performance of our school's teaching team is slightly better.</p>
<p>Key Ability 3: Leading CI</p>			

Managers at all levels display an active commitment to and leadership of CI	Do managers visit and talk with teams about CI? Do managers offer new ways of doing things?	3.5	Of the four department directors, only one was excellent, and the other deputy directors did not actually give guiding continuous improvement suggestions. Just supporting the director's opinion.
Managers give their time to CI related activities	Are managers involved in problem solving or focus groups? Is CI a formal part of the budgeting process?	4	Through meetings, the directors often participate in the discussion activities among the teacher team. Although they did not directly participate in the practice, they did put forward a lot of opinions and suggestions for the practice activities, and even invited some education experts to come to our school for providing constructive theoretical guidance.
Managers encourage people to take part in CI activities	Do managers lead by example? Do they take time off to engage in CI activities?	3	Despite the guidance of some educational experts, there is still a lack of practical operational suggestions and experience for the teaching team. What the teaching team needs more is how to solve different problems encountered in teaching practice The problem is, moreover, the leadership went to other schools due to job transfer, and all this stopped. Without such experienced leaders to lead and guide the next work, the employees will not be able to continue to make continuous improvement smoothly new work arrangements.
Key Ability 4: Participation in CI			
People use a problem solving/improvement opportunity-finding cycle	How do people solve problems?	3.5	In the school teacher team, we did use problem-solving and creativity tools. Under the organization of the school leadership, we conducted a series of teaching innovation training. Basically all the teaching staff participated in this training, and discussed and analyzed problems. Many of the above pedagogical issues were eventually resolved and evaluated. Focusing on the teaching problems of various subjects, such as the comprehensive teaching improvement plan and implementation of vocabulary teaching, grammar, reading and writing in English subjects. Basically achieving good results.
People use a wide range of tools and techniques to engage in CI	Do people use problem solving tools? What tools?	4	We accepted the "TAL(Teaching-assessment-learning)" training (Bessant, 2003 pp4-5), the training process went smoothly, everyone actively participated in the teaching and discussion, and got unexpected results. There are also several excellent teaching staff who are very supportive of our work and have proposed very good advanced strategies for personal teaching to share with all teaching staff. Of course, we also used other tools such as brainstorming and assumption preface.
There are vehicles – problem solving teams, idea schemes to enable people at all levels to engage in CI through to completion.	If people want to improve or change something – what do they do?	4	School leaders are good at adopting suggestions. They collect everyone's opinions and suggestions through questionnaires and establish a holistic view. School leaders are also willing to accept the innovative ideas of faculty and staff and actually solve problems. Of course, school leaders will also use formal tools to allocate resources to solve the overall problem of educational leadership and management. Such as: MBTI personality type theory model tool, etc. (Keirsey & Bates,1984), in order to better lead the faculty team.
Key Ability 5: Consistency in CI			
The CI systems fit within the current structure and infrastructure of the organization.	How well does CI fit into the day to day organizational structures of the organization?	3.5	The school will conduct unified training for all faculty and staff, and formulate meeting goals, measurement standards and continuous improvement strategies. However, because of the above-mentioned training, the faculty and staff of various departments have some special circumstances that are difficult to cooperate with. For example, if you are pregnant, you cannot attend meetings normally, or you are on a business trip due to assignment, and some faculty members resign for further study. Therefore, these aspects need to be improved, taking all factors into consideration, and conducting an overall training program.

Leaders with responsibility for other systems (HR/KM/etc) review the compatibility with CI	Do the systems in the organization make it easy for you to implement CI as part of your day-to-day activity?	4	Leadership has always encouraged and supported us to execute organizational innovation. A certain reward system will be implemented for the faculty and staff who have organized and innovated suggestions and produced implementation effects, so as to encourage all faculty and staff to put forward their own suggestions or ideas. Brainstorm ideas and get everyone involved so that they are motivated to do their best and make a difference (Bessant, 2003, p. 35-36).
People with responsibility for CI systems are engaged during processes of major organizational change.	When big changes happen, does the CI system change as well or is it set in stone?	3	Our innovation participation process is changed according to the change of the new organizational structure, when some faculty members leave, their functions may be difficult to match with the same or similar personnel to replace their work, thus forming lack of a knowledge management, The school is not satisfied with this phenomenon. Of course, we will have agenda items for relevant meetings to discuss and resolve issues. Moreover, when necessary, some new employees will be hired in time to adapt to the current CI system and ensure normal implementation.
Key Ability 6: Cross Boundary CI			
People at all levels carry out CI activities	Is any of it done across departments/stakeholder groups? Who takes ownership?	3	Our school attaches great importance to interdisciplinary compound talents. For such teachers and staff, we will conduct mentoring and apprenticeship pairings to cultivate and improve their comprehensive skills and teaching level. And through cooperation with outside schools, some excellent teachers will also be selected to conduct academic exchanges and teaching seminars in schools that cooperate with the outside school. Carry out good subject infiltration learning between subjects and subjects, and encourage them to learn from the elders. Especially for the annual entrance rate of college entrance examination candidates, corresponding teaching seminar activities for excellent teachers are carried out, because the entrance rate of graduates is very important, which is also the focus of our school.
Everyone shares and holistic view of the organization and understands what other departments do	Do people know what other departments do? Do people know how their work impacts on others/ other departments? Is there interdepartmental trust?	2.5	The school is composed of leadership departments at all levels. Each grade of the school is divided into 1 and 2 departments. There are some cooperation between them, but it is limited to the mutual listening of teachers in teaching. It is only a formality, but in fact I didn't participate too much in specific practical exchanges or sharing of experience on teaching improvement. Since there is not much trust between the two teaching departments, there is also a competitive relationship, and they all know the performance of each other's teaching teams, which will have a certain impact on their respective salaries and job promotions.
People at all levels co-operate and work effectively across boundaries	Do people work with other departments?	3	In our school, apart from the competition between teaching departments, there are quite a lot of cross-border cooperation in other aspects, such as teaching departments and teaching academic departments, teaching departments and teaching auxiliary departments, and the principal's office and school office. Among these departments, there is also a lot of cooperation and sharing, involving teaching seminars, test paper printing, project application and other aspects. Currently, we are doing project research on teaching reform.
Key Ability 7: Sharing and Capturing Learning			
Everyone learns from their experiences both positive and negative	Are people frequently involved in review of the completed tasks to identify learnings?	3.5	The school will report on teaching activities once a year, and in the process, errors and improvements will also be obtained. The evaluation and reporting committee guides the teaching team to review the completed teaching performance and other items in a timely manner for the above mistakes and improvements, and certify the learning effect. At present, the school can basically implement the mistakes and improvement measures, but the strength is not very strong, and the effect is average. Moreover, the implementation cooperation of the teacher team is also a bit difficult.

People share their learning from CI activities (both positive and negative)	Do people discuss problems and solutions with other: People? Departments? Centres?	4	The teaching staff here are not willing to share their own PPT lesson plans and other materials, except for some materials needed for teaching seminars that must be shared, because they think that the competitive relationship between colleagues is far greater than the cooperative relationship. So they are naturally reluctant to share with each other too much what they have learned in CI activities. In addition, employees do not dare to give opinions or suggestions to leaders easily, because there is no limit to the enlargement of leadership authority, which leads to this inappropriate "authority". This vertical leadership relationship determines the relationship between employees and leaders. There is a gap of sharing, discussion and problem solving (Crosswhite & Rufat-Latre, 2009), and there is also a fierce competition among various departments, so they are unwilling to participate in too much sharing and communication.
People are enabled to seek out opportunities for learning/personal development	Does the organization give opportunities to develop skills or knowledge?	3	The school does provide some learning opportunities for faculty and staff, such as off-campus lectures, teaching seminars, expert lectures, etc. This process is the externalization of tacit knowledge in the SECI model (Nonaka & Takeuchi, 2002). Of course, the school will also give appropriate financial subsidies to teachers who go out to study. But with regard to the personal development of teachers, the school does not necessarily support it. Because they know in their hearts that, for example, they will resign after taking the postgraduate entrance examination. This will cause some trouble for the school's teaching staff to retrain and lead. Therefore, after they understand the information of each teacher, sometimes they do not support it, such as not granting leave.
Key Ability 8: Continuous Improvement of CI			
A designated person or group monitors the CI system and measure the frequency and location of CI activity and the results of CI activity	Does anyone look after CI? Reviewing it and seeing how it might work more effectively?	3	A school leadership group is responsible for paying attention to and evaluating the CI system, and regularly reports on the effectiveness of CI activities once a year. In these reports, they tell us how to focus on the CI system to improve the efficiency of work execution, and how to use innovation to bring more benefits.
A designated person or group follows a cyclical process whereby: The CI process is reviewed and amended There is review of the CI system as a whole in relation to the organization.	Has the way you solve problems or carry on out other CI activities ever changed?	2.5	We benchmarked our results and besides some communication about the goals and strategic plan has been addressed, there are still some issues that are not resolved, so we still need to review and modify the CI system to be able to address as many issues as possible or change the way that other CI system activities are implemented. However, we don't really know how CI systems will progress in the future.
Senior Management make available sufficient resources (time, money, personnel) to support ongoing development of the CI system	What changes have been made to your organisation's CI systems lately?	3	They have made some changes to the company's CI system, such as the need to establish a mutual trust relationship among employees, and this mutual trust can enhance more communication and sharing between them, and participate in the innovation process together. They usually make further review and modification of the CI system for the report submitted by the annual review, and they also get-together provides time, money and manpower, is committed to improving and gradually perfecting the CI system, and finally achieves innovative results and enables the sustainable development of the CI system.

Create a paragraph that describes your organisation's current level of engagement with CI across each of the key abilities. Huai'an Middle School is very strong in core

competencies 1-5 and 7. Our scores are basically 3 points or above. Specific scores are as follows; Key Ability 1: Understanding CI gets 3/4/3.5 scores, Key Ability 2: Strategy Deployment gets 3/4/5 scores, Key Ability 3: Leading CI gets 3.5/4/3 scores, Key Ability 4: Participation in CI gets 3.5/4/4 scores, Key Ability 5: Consistency in CI gets 3.5/4/3 scores, Key Ability 6: Cross Boundary CI gets 3/2.5/3 scores, Key Ability 7: Sharing and Capturing Learning gets 3.5/4/3 scores, Key Ability 8: Continuous Improvement of CI gets 3/2.5/3 scores.

Two years ago, we basically achieved the expected results through the use of the CI system. The CI system can still play a good role in promoting the educational leadership and management of Huai'an Middle School. Whether it is the teaching team in terms of organizational order and teaching performance, etc., they have generally achieved sustainable and stable development. Our advantage is that we can cooperate with colleagues from various departments who trust each other, with the fundamental goal of problem identification and problem solving. Through periodic problem solving, brainstorming and system analysis, we can realize the sustainable development of the CI system supported by the school. What we can improve is the overall management of the CI system and cross-border work (core competencies 8 and 6).

2. Innovation Strategy Report

2.1 Organization Introduction

My school is Huaian Middle School, a four-star private high school in Jiangsu Province. The school has three grades, each grade has 40 classes, 7000 students, 400 teachers, divided into Department 1 and Department 2, including 5 school-level leaders (professional and vice-principals) and 8 middle-level leadership department directors, 4 for each department. The quality of the students in this school is above average. The school motto: Morality, Dedication, Strength, and Great Love. In terms of teaching performance, while

the school pursues excellence, it also hopes that every student can develop in a balanced manner. In terms of teaching management, Our school adopts a management model set by the government. Trying to produce some great teachers and students who stand out. Through the three-year study career, I will find my own development direction, achieve my own happy life, and strive to become a person who contributes and is valuable to the society and the people. Since the school was identified as the first batch of key middle schools in Jiangsu Province in 1979, it has won more than ten honorary titles such as "Jiangsu Province Model Middle School", "Jiangsu Province Civilized Unit" and "Jiangsu Province Model Private School". The school takes "studying for the rise of China with a prosperous and strong motherland as its mission" as its school motto, and adheres to the school-running philosophy of "everything is for the development of people, so that every student has a dream and every teacher has achievements". The activity of learning from Premier Zhou and striving to create three good things has formed the school-running characteristics of "adhering to the spirit of Enlai and cultivating noble personality"(Huai'an Middle School website, 2023).

2.2 Innovation Status of the Organization

Huaian Middle School is very strong in core competencies 1-6. Our scores are basically 3 points or above. Two years ago, we basically achieved the expected results through the use of the CI system. The CI system can still play a good role in promoting the educational leadership and management of Huaian Middle School. Whether it is the teaching team in terms of organizational order and teaching performance, etc., they have generally achieved sustainable and stable development. Our advantage is that we can cooperate with colleagues from various departments who trust each other, with the fundamental goal of identifying and solving problems. Through periodic problem solving, brainstorming and system analysis, we can realize the

sustainable development of the CI system supported by the school. Where we can improve is the overall management of cross boundary work and CI system improvement (Key Abilities 6 and 8). In my opinion, the innovation of teachers and relevant leaders in cross-border work and continuous improvement needs to be improved. Next, I will discuss the problems that arise in key abilities 6 and 8 respectively.

2.3 Vision

According to the analysis of knowledge strategy (Zack, 2002), Huaian Middle School is a four-star school in Jiangsu Province. are in a leading position. Moreover, according to the actual situation of the school, apply a series of innovative theories and model tools learned in this course to work practice, substantially improve the above two core abilities to 4 points or higher, and vigorously promote school innovation Development and continuous improvement, committed to improving the school's various institutional innovations, striving for greater breakthrough development, seeking common well-being for all teachers and students, and contributing to society.

2.3.1 Key Ability 6: Cross Boundary CI

2.3.1.1 Target

The key abilities summarized above are currently around 3-4 points, and my goal is to improve the cross boundary CI of organization members to above 4 points. Level 4 engagement requires "Active CI across multiple boundaries. Co-operation is natural-people see the value of improved effectiveness through working together on common problems. Natural phenomenon—formal and informal co-operation" (Bessant, 2003, p. 236).

2.3.1.2 Strategy

In order to achieve this goal, in terms of formulating strategies, I think we can start from two aspects: management style and organizational culture. In terms of management methods, I would suggest that school leaders conduct multi-faceted and effective communication between Division 1 and Division 2 in a

scientific and appropriate way to enhance mutual trust, so that they can build a safe state of mind. An effective, stable, fair and mutually acceptable competition method, with particular attention to the establishment of an environment of honesty and openness (Kokavcova and Mala, 2009). In terms of organizational culture, I think it is necessary to give full play to the innovative culture of faculty autonomy (Smith and Sharma, 2002), which can improve my school's key ability score from 2 to above 4. Among them, on the issue of increasing the reward system to retain some excellent teachers, it is necessary to improve a new and bold selection and employment mechanism and reward mechanism to ensure that the school's teacher team is becoming more and more high-quality and elite. One important thing is that as a leader, you must implement and evaluate your own teaching performance and comprehensive evaluation with a fair and just heart.

For interdisciplinary compound talents, the school attaches great importance to them and will pair them with mentors and apprentices, so as to improve their comprehensive skills and teaching level. In addition, the school will also select some outstanding teachers to conduct academic exchanges and teaching seminars in cooperative schools outside the school. Through the infiltration of disciplines between disciplines, learn from each other's strengths and avoid weaknesses, improve teachers' teaching skills and increase their knowledge, and encourage them to consult old teachers humbly. Moreover, in view of the annual entrance rate of college entrance examination candidates, the school can also often carry out corresponding teaching seminars for excellent teachers, which can not only help teachers comprehensively improve their teaching practice ability, but also increase the annual enrollment rate of graduates. The school is composed of leadership departments at all levels. Each grade of the school is divided into Division 1 and Division 2. The cooperation between them can be appropriately chosen to be open,

and they are encouraged to communicate more with the aim of increasing the enrollment rate.

Of course, teachers' mutual lectures in teaching are just a mere formality. As for the solution to this problem, I think that encouraging the teaching staff of Department 1 and Department 2 to communicate or share their experience in teaching improvement should follow the objective and real principles. The actual situation. In the process of communicating with each other, we can establish an informal "Ba" (Figure 1) space in the school to hold such teaching and research activities (Nonaka & Takeuchi, 2002), which makes the atmosphere more relaxed and active, and also helps Teachers can open their hearts more to conduct sincere exchanges and learning around a purpose and goal, and encourage them to actively and subjectively participate in this activity. In addition, the leaders of the two departments can also participate in it, conduct hosting and coordinating work, as well as service work such as making coffee and giving out prizes for faculty and staff. Regarding cross boundary cooperation in other aspects, such as the teaching department and the teaching department, the teaching department and the teaching auxiliary department, and the principal's office and the school office, etc. Among these departments, there is also a lot of cooperation and sharing, involving teaching seminars, test paper printing, project application and other aspects. In this regard, the leaders can also invite teaching assistants other than the teaching department to participate in the activities, and give them some opportunities to speak. This discussion on how to build a good relationship among colleagues in various departments and coordinate operations efficiently Topics, teaching assistants who put forward constructive ideas, also give them gifts to show encouragement and praise. During the event, leaders should also be brave enough to accept the innovative ideas of faculty members, which will help to solve problems in practice. Of course, school leaders can also use formal tools

to allocate resources to solve the overall problem of educational leadership and management. They must be good at discovering talents, give more opportunities to faculty and teaching staff who are brave enough to put forward new perspectives or viewpoints, and encourage them to speak , All good suggestions are recorded together, and then summarized afterwards, trying to discuss collectively, and finally decide to adopt the most suitable plan for the school and strictly implement it. This work required the use of the MBTI personality type theoretical modeling tool. (Keirse & Bates, 1984), so that the school can better lead the efficient collaboration and operation of the entire teaching staff team, so that the school can better get further development.

In short, under the leadership of the leadership organization strategy, the fundamental goal is to promote the cooperation between various departments to play a better role, and fully mobilize the enthusiasm and subjective initiative of teachers and teaching assistants in various departments. Only in this way can the work efficiency of the whole school be maximized, and a working environment where everyone participates, everyone is responsible, and everyone is useful.

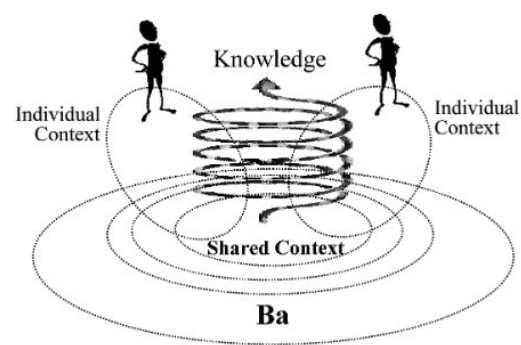


Figure 1 Ba as shared context in motion (Nonaka, Toyama, & Konno, 2000 p14)

2.3.1.3 Resources and risks

In view of the current educational status of the school as a whole, we can borrow the theory and tool of PDCA's circular management method (Deming,

1998) to try out educational and teaching activities, so as to promote the innovation and development of schools. Leaders can fully mobilize everyone's enthusiasm and encourage faculty and staff members from various departments to participate. This is a very beneficial resource, but facing the risk that the opinions of all faculty and staff in the entire school may be different, we first require leaders to fully understand the psychological needs and personality characteristics of each teacher bring certain challenges. This can also test the school-level leaders' ability to recognize people, control the field, and lead. It is far from enough for two or three leaders to try to grasp this huge information based on past experience. This requires them to continuously explore and study various strategies, and use questionnaires, one-on-one conversations with the teaching team, etc., so as to fully understand the actual situation and psychological thoughts of each teaching staff in detail. In short, pay more attention to public opinion, respect public opinion, and follow public opinion.

Therefore, this strategy of improving key ability 6 is mainly carried out in the process of ensuring that school education and teaching activities can be maintained in a normal, stable and orderly manner, so as to improve and promote school innovation. In this regard, it is necessary to set up a new position of CIO. This person needs to be selected by the teachers of the whole school with one mind. Possess strong decision-making and execution capabilities. Of course, last but not least, he must be a highly respected person, so that everyone can be convinced. In addition, it is also necessary to have an international vision, a broad mind and noble moral sentiments. Because this task involves a lot of content, there may even be some unmanageable situations. For example, in the teaching team, differences in beliefs will also lead to differences in their concepts. This requires leaders to be tolerant and tolerant. As a leader, we must respect the regular

thoughts of the general public and the will of a very small number of special talents. Only such management methods and concepts can be recognized by them at the same time. When the voice of the former is more than the voice of the latter, or the voice of the latter is higher than the voice of the former, this requires leaders to adopt appropriate methods and strategies to balance the two. We must always be fair, just, and impartial. Only in this way can we gain the respect and support of everyone. The so-called road trip, the world is public. For example, Comrade Deng Xiaoping's national policy of "one country, two systems" fully and appropriately used this principle. Obviously, through the conclusion of many practical experiences, this is a very scientific and wise new management strategy and method. As a leader, you must especially avoid one-size-fits-all and unscientific management methods. Of course, this is just one of the aspects that needs to be considered. With the continuous practice of innovation and development, there may be many unexpected thorny problems that we need to solve step by step.

All in all, our school takes innovation management as the main work content, first formulates a three-year planning and overall planning, through continuous practical experience summary, and then conducts reflection and draws more new theories, and then applies such new theories to concrete in work practice. With such a cyclical development, there will inevitably be many insights and gains. This is worth learning for each of our faculty members. In this process, it also requires the CIO to train the directors of various departments and the teacher team of the school. It is also necessary to hold meetings to disseminate the school's strategic formulation plan at all levels and implement it into specific work, so that the school's CI can reach "It is expected-and widely spread across levels and functions" (Bessant, 2003, p. 230).

Of course, candidates for this position have extremely high requirements in terms of comprehensive

quality. Last year, the personnel transfer of the principals and department directors of our high school was quite large. Some department directors were transferred to the junior high school of the group school to serve as the principal because they obeyed the leadership arrangement. It's a big trouble. The new department director who just took over, because of lack of experience and so on, can't be as fair and just as described above. In addition, the newly-appointed CIO leader is not fully aware of the resource collaboration of various departments and subject groups and the performance of the teacher team, and is not clear about the complex relationship between the faculty and staff of the entire department. The depth of understanding is only superficial, and it is impossible to make a clear decision on many things. So these are the main risks of setting up a CIO.

In addition, in order to do a good job in school innovation, CIO candidates must have the ability to mobilize all resources, manpower, material resources, time and other comprehensive strategies. This will crowd out the existing workload time of various departments and the energy of teaching staff in work practice. So another big risk is "It hard to imagine that a CIO would be given the powers needed force disruptive innovation on the entire organization." (Denning, 2005, p.9)

Despite the existence of risks, I think that in order to stabilize the working status under the current conditions, we need to be good at discovering talents. Anyone who takes on this important task can be given the opportunity to challenge and try the CIO position. This is the most effective way. Regardless of his length of service or age, as long as he has the ability, he can be appointed. Perhaps within a year, the innovation work of the school can undergo obvious changes. The explicit improvement is reflected in the orderly development of various innovation projects, the formulation and implementation of various systems, and the implicit

improvement is reflected in the improvement of all employees and managers. CI has a deep understanding and can make CI presets in various tasks.

However, in terms of promoting the construction of innovative culture in the school, I will use questionnaires to collect and formulate innovation strategies for various tasks, report innovation work in stages, and improve faculty and staff's comprehensive understanding of innovation projects. Then all the faculty and staff will participate in the evaluation of the practical effect of innovation work. In the whole process, we must give full play to the autonomy of the teaching staff, promote the existing authoritative organization of the school to an innovative organization, and promote the conservative culture to a cooperative culture. (Smith and Sharma, 2002, p.765) Taking into account the time cost of innovation and improvement, the renewal and reversal of management concepts, and the resistance of organizational culture change, it will take about 1-2 years to combine, which will make the overall innovation culture of the school There are noticeable changes.

2.3.2 Key Ability 8: Continuous Improvement of CI

2.3.2.1 Target

The key ability 8 of our school are currently at about 3-4 points, and my goal is to push the CI of the members of the organization to above 4 points. The requirements for participation at level 4 are "People are trusted to develop and change their CI process —'unlimited resources'" (Bessant, 2003, p.238)

There are three main aspects: Firstly, Improve the quality of education, through continuous improvement, improve teaching quality, student learning outcomes and educational experience, and provide students with better educational services; Secondly, Improve the school's reputation, through continuous improvement, improve the school's reputation Thirdly, Improve management efficiency, through continuous improvement, optimize

the school management process and system, improve management efficiency, and provide better management support.

2.3.2.2 Strategy

In order to achieve the goal, we need to focus on improving the strategy of effect evaluation, and I will use the evaluation method in Crosswhite & Rufat-Latre (Crosswhite & Rufat-Latre, 2009, p.85). And formulate specific improvement goals, such as improving teacher satisfaction by 10%, improving students' comprehensive quality evaluation, and establishing corresponding measurement indicators. In addition, we need to strengthen teacher training and development, such as providing teacher training and professional development opportunities, improving teachers' teaching ability and professional quality, and supporting continuous improvement. In terms of management, we also need to establish an improvement team and process, and form a cross-departmental improvement team to be responsible for identifying problems, formulating improvement plans, promoting implementation, and establishing improved processes and methods.

2.3.2.3 Resources and Risks

The school's CI continuous improvement resources mainly include three points: Firstly, human resources, that is, assigning special personnel to be responsible for continuous improvement, cultivating the ability of the improvement team, and providing training and learning opportunities; Secondly, educational resources, that is, providing rich educational resources, such as advanced teaching Equipment, library resources, etc., to support teaching improvement and student learning; Thirdly, financial resources, that is, to provide sufficient financial support, to be brave in the implementation of improvement projects and to promote continuous improvement activities.

The risks of continuous improvement of school leadership are mainly five points: Firstly, insufficient leadership support, that is, if the school leadership lacks

support and attention to continuous improvement, it is difficult to promote the improvement work; Secondly, Lack of participation awareness of teachers and students, that is, if teachers and students lack awareness of participation in improvement activities, it will be difficult to achieve substantive results in improvement work; Thirdly, inappropriate improvement methods and tools, that is, choosing inappropriate improvement methods and tools may lead to poor improvement work and even negative effects; Fourthly, Insufficient resource investment, that is, if the resources for continuous improvement are insufficient, it may not be able to support the smooth progress of the improvement work; Fifthly, Improper risk management, that is, the improvement work may bring some risks, such as affecting the normal operation of the school, and these risks are adequately managed and controlled.

For the resources and risks summarized above, I will choose to introduce the Portfolio of Innovation Initiatives model (Barsh & Capozzi, 2008) to the innovation core personnel in the form of meetings, and then conduct hierarchical team discussions and brainstorming, etc., through discussion and analysis such as human resources, educational resources, financial resources, project risk, benefit duration, resource input, risk management, etc. to conduct self-assessment. According to the evaluation results, we can intuitively understand which aspects are key projects that can be adopted and innovated. So as to lead everyone to better participate in practice, and also realize efficient management and operation of leaders. Of course, the innovation core personnel participating in the training need to consider the evaluation criteria from all angles and multiple perspectives when evaluating the project, so that the evaluation will be more comprehensive, and the generation of benefit innovation needs to be far-sighted and focus on long-term benefits.

The risks or problems of doing so are mainly: the vagueness of relevant models and theoretical concepts

cannot be applied to practical work, or the inability to analyze specific issues in detail, and the working methods and the rhythm of maintaining stability cannot be adjusted in a timely manner in the short term, so it is impossible to find The specific evaluation index system that is most suitable for you. Or the applicability and effectiveness of the evaluation index cannot be verified accurately in the short term.

The basic principles of Marxist philosophy say: Quantitative change to qualitative change, and new qualitative changes require more accumulation of quantitative changes, which will produce a new round of qualitative changes. Therefore, as long as there is plenty of time, I think that the establishment of such an evaluation system can basically be realized through the accumulation of practical experience in the evaluation of innovative projects many times within 1-2 years.

3. Conclusion

Huaian Middle School is a four-star school in Jiangsu Province. Compared with other similar schools, it is in a leading position in terms of student quality, teaching staff, teaching resources, scientific research level, personnel training, and discipline construction. Moreover, according to the actual situation of the school, apply a series of innovative theories and model tools learned in this course to work practice, substantially improve the above two key abilities to 4 points or higher, and vigorously promote school innovation Development and continuous improvement, encouraging and supporting continuous innovation activities such as staff training and learning.

Efforts should be made to improve the various system innovations of the school, strive for greater breakthrough development, seek common welfare for all teachers and students, and contribute to society. I wish the school more brilliant future in education.

References

- [1] Barsh, J., & Capozzi, M. *Managing Innovation Risk. Strategic Finance* [M]. 2008.
- [2] Bessant, J. *High-involvement innovation : Building and sustaining competitive advantage through continuous change* [M]. Chichester, West Sussex: J. Wiley, 2003.
- [3] Crosswhite, D. & Rufat-Latre, J. *Systematically innovate! What sounds like an oxymoron is actually a recipe for dependable results. Business Strategy Series* [M]. 2009.
- [4] Denning, S. *Why the best and brightest approaches don't solve the innovation dilemma. Strategy & Leadership* [M]. 2005.
- [5] Keirse, D., & Bates, Marilyn M. *Please understand me : Character & temperament types (5th ed.)* [M]. Del Mar, CA: Prometheus Nemesis Book, 1984.
- [6] Kokavcová, D., & Malá, D. *Knowledge Sharing - the Main Prerequisite of Innovation. Organizacijo Vadyba: Sistemina Tyrimai* [M]. 2009.
- [7] Nonaka, Toyama, & Konno. *SECI, Ba and Leadership: A Unified Model of Dynamic Knowledge Creation. Long Range Planning* [M]. 2000.
- [8] Smith, Peter A.C., & Sharma, Meenakshi. *Developing personal responsibility and leadership traits in all your employees: Part 2-optimally shaping and harmonizing focus, will and capability. Management Decision* [M]. 2002.
- [9] Zack, M. *Developing a knowledge strategy. California Management Review* [M]. 1999.