A Strategy of the Educational Institution Transformation Based on Stakeholder Theory: The Case of Continuing Education Training Center at University of L

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Abstract

In the modern society, which advocates lifelong education, universities, as the main position of the continuing education, have been shouldering this social responsibility. With the increasing number of non-academic continuing education, the academic continuing education has gradually shifted to non-academic continuing education. Taking the continuing education college of L University as an example, the training centre, which performs the function of non-academic continuing education, its current organizational structure cannot adapt to the current continuing education training program, and the marketization of the training center will become a trend to drive the change of the organizational structure of the training center. This article will use the stakeholder theory to divide the role of the stakeholders inside and outside the training center, define the relevant responsibilities, rights, interests of each role, to role division, by the principle of division of labor and cooperation, the organizational structure should be changed to make each role give full play to its own value, so that the new organizational structure can carry out education and training more efficiently and better adapt to the needs of the learning society, the best interests of non-academic continuing education.

Keywords: Non-Record Education, Organizational Structure, Stakeholder, Reform

1. Introduction

With the popularisation of the concept of lifelong learning and the rapid growth in demand for adult non-academic education, non-academic education has become the mainstay of continuing education in various universities across the country, and the top-ranked universities in China have long since given up academic education and focused on non-academic education. 2005 saw Tsinghua University cease its academic education work and In 2017, Peking University announced the complete cessation of academic continuing education the following year. In April of the same year, a number of well-known key universities such as Sun Yat-sen University, Southwest University and Northeast Normal University released the news of discontinuation in succession, and the pattern of academic continuing education in universities has now changed. In the face of the urgent demand for non-academic education in the new situation of economic and social change, the transformation of academic education to non-academic education is imminent.

As a training centre that undertakes the non-academic education function of the School of Continuing Education of University of L, it is still in the transitional period of change exploration at the time of rapid development of non-academic education. Organizational managers should be

strategically aware of the importance of change, including the implementation of changes in organizational structure, management system and human resource management, and should not only pay attention to the management of the external interest market and internal tangible assets of the organization, but also effectively manage innovation awareness, concept recognition and human resources (Zhao Shuming & Zhang Min, 2022). The current organizational structure of the training centre is top-down and linear, with managers misplaced and objectives unclear; employees have blurred roles, unclear boundaries and low motivation. The current organizational structure and management model can no longer meet the needs of adult non-academic education in society, and it is imperative to change the organizational structure of training centres. This paper will make a theoretical organizational restructuring hypothesis of the training centre's organizational structure, predicting that under the new organizational structure by clarifying the stakeholders inside and outside the organization, defining their new roles, redefining their responsibilities and rights, and establishing the connection between the stakeholders. The analysis is conducted through deductive research to achieve optimised work processes, improved work performance, enhanced financial performance and maximised economic and social benefits to stakeholders. The aim is to explore the strategies of organizational change from the perspective of stakeholders, and to provide reference and reference for non-academic training institutions in western China to do market transformation.

1.1 Background and Importance of the Problem

In the context of lifelong learning, various groups of people in society are expecting more and more from university continuing education institutions. Change and innovation are the fundamental drivers for organizations to achieve sustained growth and drive their growth and development. Experts and practitioners have long agreed on the need for and importance of change and innovation. By updating the concept of organizational change in university continuing education and improving the top-level design of the organization, so as to discover new paths of change, this study will start from the following two aspects: on the one hand, the internal structure of the organization is adjusted. The function of serving society will become more and more prominent when university continuing education institutions face the different needs of various groups of people in society, especially the non-academic training institutions within university continuing education colleges, which need to undertake short-term non-academic training for various groups of people in society. During the transition period from academic to non-academic education, further education organizations should be self-organising, able to respond to changes in the market and make adjustments to their internal structures and business models automatically (Ma and Wei, 2005). Another aspect is the division of functions within the organization. At present, the training centre of the University of L's College of Continuing Education, which is responsible for non-academic education functions, has a number of crystallised problems, ranging from poor business processes to blurred staff roles and unclear lines of responsibility, which have led to low motivation among staff. Zhang (2022) argues that the clarification and restructuring of the organization's internal management system is a necessary and primary issue to maximise its benefits, which directly relates to the configuration and operation of internal stakeholder rights. The pursuit of meaning and the realisation of value is the primary concern of individuals within organizations, particularly managers and employees, and a sense of meaning helps to shape individual motivation, motivate good work and generate innovative behaviour (Amabile et al., 1996).

1.2 Research Question

A new organizational structure will be proposed that is more capable of implementing a strategy for changing the organizational structure to better serve lifelong learning. This will enable the organization as a whole, including managers and staff, to be more adaptable to changes in the

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external environment, thereby improving the organization's self-adaptability and enhancing its capacity for social service. Additionally, it will provide a practical organizational change strategy for non-academic training institutions in Western universities seeking to transform into market-oriented institutions.

1.3 Research Objective

This study will analyze the organizational structure of the training center at the University of L's School of Continuing Education. It will be based on theories of organizational change and stakeholder theory. The aim is to theoretically reconstruct the organizational structure of the training center, with the expectation that the new structure will establish connections between stakeholders through the definition of their roles and the redistribution of their responsibilities and rights.

2. Literature Review

2.1 Related Concepts and Theories

In the current domestic training market, the training programmes between general university colleges of further education and social training institutions tend to be similar and the highlights have been diluted. With the rapid growth of non-academic continuing education, the competition between colleges of continuing education and social training institutions has become increasingly fierce. The top three domestic universities in terms of scale in the field of non-academic education and training are the School of Continuing Education of Tsinghua University, the School of Continuing Education of Zhejiang University and the School of Continuing Education of Shanghai Jiao Tong University. Tsinghua University, a pioneer in continuing education in higher education, implemented a move in 2003 to develop non-academic training as its only and key project, while no longer offering academic education. After nearly two decades of continuous development, Tsinghua University's School of Continuing Education has become a leader in non-degree training in our higher education institutions (Chen, 2019).

2.2 Literature Surveys

Non-academic education in foreign universities is developing rapidly. In the United States, for example, non-degree continuing education for adults occupies an important place in adult education, and is also the fastest growing and largest component. Every university and college offers continuing education programmes, attracting thousands of learners from all over the world every year. Harvard University's continuing education, with hundreds of training courses, is an important part of its non-academic continuing education, mainly in the form of customized training programs for companies, and has shown great market competitiveness (Chen, 2019).

Although non-academic education and training institutions in China are developing rapidly, they are relatively weak and small in scale compared to academic education. The managers of training institutions only focus on the short-term benefits of non-academic education and training institutions, without advanced management concepts and strategic management awareness, unclear strategic planning and goals, have not yet risen to a high level of importance in the management concept, and have not yet formed or developed a set of operable, effective and scientific incentive mechanism, and the incentive effect has not been maximised (Xiaoli, 2018).

The development of lifelong learning in colleges of further education tends to be personalised and lifelong, influenced by changes in the job market and personal motivations. This is a part of the school's inherent system that is difficult to sustainably meet in the course of its operation. Flexible and open continuing education in colleges and universities is the educational aspiration of lifelong learners in the new era. In terms of non-academic continuing education, in addition to vocational education and training for the community, the state has formulated a number of policies on continuing education for many "personalised" groups, especially for teachers at the compulsory education level, and also for special groups, such as ex-servicemen, disabled people and migrant workers, to help them with their skills training, There are also skills training programmes for special groups, such as ex-servicemen, disabled people and migrant workers, to help them find employment and start their own businesses. To a large extent, the state's policy support has contributed to the building of a harmonious society and a learning society (Shuping et al., 2022).

Stakeholder thinking originates from Adam Smith's economic theory, which argues that society as a whole will only function harmoniously if there is a "win-win" relationship between economic and social interests, as he argues in The Theory of Moral Sentiments (2004) and The Wealth of Nations (2003) (Cai and Li, 2012). Clarkson (1995) argues that the creation of wealth and value for its stakeholders is the goal of the firm, and that stakeholders inside and outside the firm form the system of the firm. Stakeholder theory argues that in a modern market economy, a firm is essentially a 'set of contracts' entered into by various stakeholders. This means that the goal of the firm is to maximise the value of the firm, not just the wealth of shareholders, and that the interests of the firm are the common interests of all stakeholders, not just the interests of shareholders (Zhang Zhaoguo et al., 2012). According to Cai and Li (2012), a favourable social and ecological environment and harmonious relationships within and outside the organization are the key to the long-term core competitiveness and sustainable development of all organizations. Stakeholder benefit maximisation takes into account the integration of economic and social benefits.

The concept of organizational change originated in the 1940s and was pioneered by Lewin. He argued that the nature of organizational change is divided into three stages: 'Unfreeze - Change - Refreeze' (Committee for the Revision of Management Science and Technology Terms, 2016). According to Webber, organizational change is a series of events to improve performance by changing the attitudes and behaviours of members, policies, systems and frameworks (Jiang, 2011); Michael Porter (1980), the "father of competitive strategy", in his book "Competitive Strategy", says that a company's The ability to create value for customers determines a firm's competitive advantage, and a firm's competitiveness includes organizational management (Porter, 1997); according to Recardo, organizational change is the planned improvement of an organization's structure, including the addition or deletion of positions, task relocation and staff replacement within the organization, with more focus on the organizational structure (Ting, 2017).

For a long time, the management system of non-academic continuing education in colleges and universities has been following the management pattern of "separation of affairs and financial powers, internal and external differences", and promoting the reform of the management system of non-academic continuing education is an inevitable demand for building a learning-oriented society and lifelong education society (Huang Junwei, 2015). This paper will derive trends in organizational change in the training center based on stakeholder theory and utilize examples of organizational change in the training center to predict the benefits that can be gained by its stakeholders. The benefit of this approach is that it provides direction to the unknown, but it does not predict the outcome of organizational change.

3. Research Methodology

3.1 Research Design

This paper utilizes stakeholder theory to conduct a deductive study of organizational change strategies at the University of L's School of Further Education Training Centre. Deductive research involves deriving current phenomena from theory.

3.2 Population and Sample

Taking the continuing education college of L University as an example, the training centre, which performs the function of non-academic continuing education, its current organizational structure cannot adapt to the current continuing education training program, and the marketization of the training center will become a trend to drive the change of the organizational structure of the training center.

3.3 Research Instruments

This research study use an a qualitative research method to analyze the results.

3.4 Data Collection

The research process is based on participant observation, where the researcher is a member of the School of Continuing Education at the University of L and holds a middle manager position. This facilitates the researcher to delve deeper into the study's events and observe from an insider's perspective rather than an outsider's. However, the main issue with participant observation arises from the potential subjective bias of the researcher influencing the research process.

4. Data Analysis and Findings

4.1 Introduction

4.1.1 Reflections on the Construction of the Organizational Structure of Educational Institutions

In this paper, we first use the stakeholder theory to clarify the stakeholders inside and outside the training center organization, distinguish the different types of stakeholders, the different types of stakeholders involved in the department and role, the role is redefined from three dimensions: responsibility, power and benefit. In order to adapt to the rapid growth of training business, to adapt to the project-based management model, to increase the horizontal links between teams, in this paper, the original linear organizational structure will be transformed into a matrix organizational structure. In order to achieve the training center can quickly assemble the team, the team can efficiently cooperate to carry out the training work, carrying out the training at the same time can take into account the interests of the organization's stakeholders, and then promote the training center to harvest good social value and ideal financial performance.

4.1.2 The Division of Stakeholders within an Educational Institution

In 1963, the term "Stakeholder" was first explicitly mentioned in an internal paper by one of the Research groups at the Stanford Research Institute (Vanessa-Mae, 2018). In 1984, the American

scholar Freeman formulated the "Stakeholder theory," which defined groups or individuals as those who can influence the achievement of organizational goals, it also refers to groups or individuals who are affected in the process of achieving organizational goals (Ruijie, 2022). Thus, the realization of an organization's goals can not be separated from the broad participation and effective support of various stakeholders inside and outside the organization.

Who are the stakeholders that are closely associated with the U of L Further Education Training Centre? How should they be classified? Using the training centre as a base, the researcher identified internal and external stakeholders associated with the organization and drew the following Figure 1 based on the internal and external relationships and affinity of each stakeholder with the training centre.
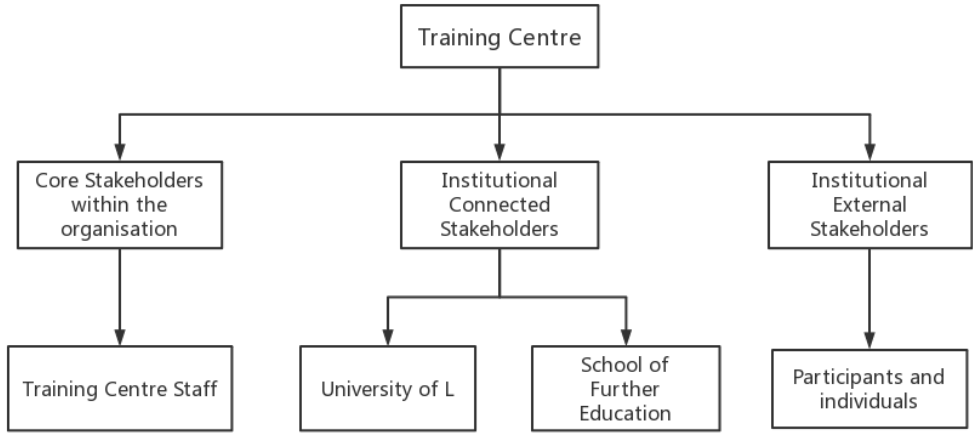
Source: Author (2023)

Figure 1 U of L Further Education Training Centre Stakeholder Segmentation Map

Stakeholders are classified into 3 types according to their relationship and affinity with the organization, both internally and externally. The corresponding stakeholders are identified in the corresponding organizational structure, and then sorted out by distinguishing the departments and personas roles included under the stakeholder types, and the benefits that can be obtained from the different roles are listed in Table 1 below.

Table 1 Classification of Stakeholders within Educational Institutions

Types of Stakeholders	Department, Personas	Benefits obtained
Institutional stakeholders	University of L, College of Further Education	Social Mission Financial performance
Stakeholders at the heart of the institution	Training Center legal person, personnel responsible person, financial responsible person, promotion personnel, project responsible person, class teacher	Company value Personal value Financial performance
Stakeholders external to the institution	Participating organizations Individual participants	The value of participating organizations Personal ability Personal value

Source: Author (2023)

The organizations mentioned in Table 1 are the market-based training centers following organizational change, and the stakeholders closely linked to the organizations are the Further Education College and University L. The training activities carried out by the training centre and the training expenditure and income status directly affect the closely linked stakeholders of the organization. The training centre is a window to society on behalf of the University of L. The development of training activities is a form of realization of the University's social responsibility and, in doing so, a part of the benefits are transformed into economic benefits.

The stakeholders of the organizational kernel are the market-oriented training centre subjects. The organizational structure includes the following persona roles: training centre legal person, head of personnel, head of finance, extension staff, project leader, class teacher, etc. Each role has a specific job task. The kernel stakeholders increase the financial gain of the training centre by fighting for training projects, which in turn increases their personal financial gain. The training centre staff improve their business skills and strive for higher job levels through the training work, thus increasing their personal value.

Stakeholders outside the organization include: the organization being trained, the individual being trained. The organization pays for the training in order to receive the training services and acquire knowledge and skills. Through participation in the training, the organization achieves an improvement in its overall business capacity and social image; the individual trainees gain knowledge and skills through the training, update their ideas and concepts, build up a good personal image and improve the overall standard of their organization.

4.1.3 Attributes of Stakeholder Roles within Educational Institutions

The University of L and the College of Further Education are closely linked stakeholders in the training centre, and the University of L has personnel and financial rights over the key managers of the training centre, including the function of hiring and appointing personnel, as well as the management authority given to finance, which makes the management of the training centre more flexible and more responsive in the face of the market, thus improving performance. The researcher reconstructed the roles according to the types of stakeholders in the kernel of the organization, defining the roles in terms of three dimensions: responsibility, power and benefit.

Table 2 Attributes of Institutional Kernel Member Roles

Roles	Responsibility	Rights	Interests
Training center legal person	Planning and designing the organizational structure Task allocation External communication	Personnel appointments of recruited staff	Financial performance, personnel rights, self-growth
Personnel manager	External communication Internal assessment	Assisting legal persons in making personnel decisions	Financial performance, partial personnel rights, self-growth
Financial officer	Financial regulation, budgeting and expenditure of financial resources, etc.	Assisting the legal entity in making financial decisions	Financial performance, partial personnel rights, self-growth
Sales staff	Promote training business to the community, do pre-project research and writing, and participate in project bidding	Training centre resources may be used for the purpose of facilitating business cooperation agreements during sales activities	A percentage of the amount of the project signed by me (to be agreed upon by the organization as a group) as remuneration, self-growth
Project leader	Performing sales staff duties when there is no project; overall planning and implementation of the project from start to finish when there is a project, and deploying other members of the project team	During the course of the project, the project team members can be properly deployed and the training centre's internal resources can be used until the end of the project	Compensation, self-growth as a percentage of the amount of the project I manage (to be agreed upon by the organization as a group)
Class teachers	To carry out the duties of a salesperson when there is no project; when there is a project, to work with the project leader to implement the specific details of the project so that the project can be successfully completed	Have proper access to the training centre's internal resources while the project is ongoing and until the end of the project	Work quantified according to the size of the project I am involved in, the number of classes, the number of training days, etc. (to be agreed upon by the organization in a group discussion) as remuneration, self-growth

Source: Author (2023)

After the change, the Training Centre and the College of Continuing Education are at the same level. The main management of the Training Centre is appointed by the University of L, and the university staff who are in service and on staff are chosen; other staff besides the management, including sales, project leaders and class teachers, are appointed by the Training Centre itself, and reasonable personnel are employed on a project basis, using contractual and temporary employment

systems. The training centre managers mobilise their staff through personnel hiring, appointment, dismissal and appraisal, a pay system based on work, and a pathway for upward mobility in rank and position, which leads to more flexible management of the training centre and thus improves the overall social and financial performance of the training centre.

Table 3 Methods of Appointment and Assessment of Core Members within the Organization

| Roles	Method of appointment	Appraisal methods
Training center legal person	Appointed by school assessment	Assessed simultaneously by the school and the training centre, at both upper and lower levels。
Personnel manager	Appointed by school assessment	Assessed simultaneously by the school and the training centre, at both upper and lower levels
Financial officer	Appointed by school assessment	Assessed simultaneously by the school and the training centre, at both upper and lower levels
Sales staff	Appointed by the Training center legal person, the Personnel manager and the Financial officer.	Assessed by the Training Centre
Project leader	For this project, the project leader will be recruited through an internal competition, in which everyone in the training centre will choose the best project writer to be the "project leader".	Assessed by the Training Centre
Class teachers	Prior to the implementation of the project, a two-way selection process is conducted between all staff of the training centre and the project leader to select suitable classroom teachers for the project team. If the training centre is short of staff, a temporary recruitment process may be carried out until the project is completed	Assessed by the Training Centre

Source: Author (2023)

The legal person, the person in charge of personnel and the person in charge of finance of the training centre are all employed and are assessed by the University of L and the training centre at the same time. The remaining three roles include sales staff, project leaders and class teachers, with the number of people comprising the three roles being at least four in principle. Candidates for the three roles are recruited by the training centre manager for the community and are employed on a contract basis. The number of recruits is determined by the number and scale of projects carried out, and a flexible and flexible hiring system is adopted. All employees of the Training Centre (stakeholders within the inner core of the organization) are tasked with selling training projects and their job function is mainly to present training projects with lifelong learners outside the organization and to sign training project agreements with lifelong learners or organizations. All employees of the

Training Centre can form their own project teams and write their own project implementation plans. Before the project is carried out, a competition is held within the Training Centre to select the best proposal, and the author of the best proposal will be the project leader. The project leader can make the project staffing according to the implementation of the project. If there is a shortage of project staff, temporary recruitment can be made until the end of the project; if there are redundancies during the implementation of the project, the training centre will co-ordinate the deployment of staff.

4.2 Data Analysis of the Qualitative Data

4.2.1 Organizational Structure of an Educational Institution under a Market-Oriented Strategy

After the organizational change, the Training Centre was directly subordinated to the University of L. The former linear structure of the organization was changed to a matrix structure. This means that a horizontal linkage system is added to the former linear-functional structure. In the new matrix structure, the Training Centre forms cross-functional teams in the form of project teams, with the project leader as the main decision maker, breaking the linear model of a single instruction. The project team makes full use of the staff in each function to achieve flexible sharing of human resources, and the professionals support each other in order to carry out training work in an efficient and collaborative manner, reaping good social and desirable financial benefits. The transformed Training Centre and the School of Continuing Education are part of the same level of university affiliation. The Training Centre and the School of Continuing Education maintain collaboration in terms of operations and rely jointly on the software and hardware resources of the University of L in terms of resources.
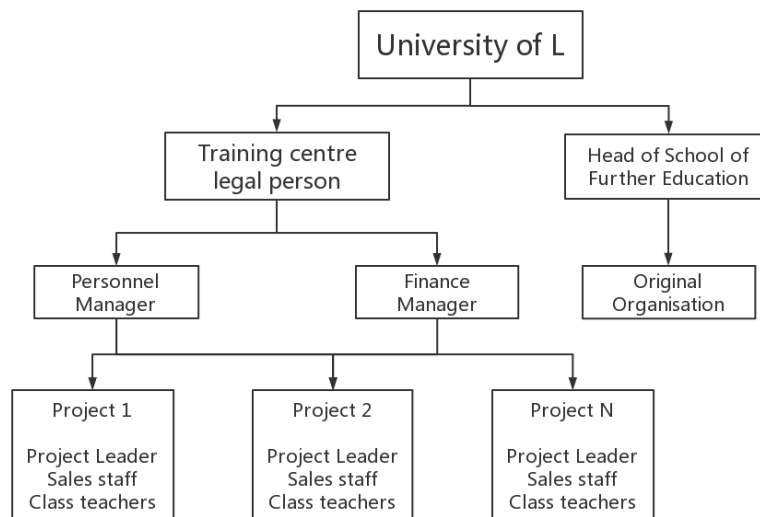
Source: Author (2023)

Figure 2 Organizational Chart of the Changed Training
Centre at U of L's School of Further Education

4.2.2 Optimisation of Stakeholder Responsibilities and Rights within Educational Institutions

The transformation of the organizational structure of the Training Centre from a linear to a matrix structure has resulted in a corresponding change in the responsibilities, rights and benefits of its stakeholders. The marketisation of the training centre requires its legal entity to operate and manage itself autonomously. The legal entity has greater powers of personnel and financial approval to maximise the economic benefits of the training centre, while ensuring the overall social and economic benefits of the school. The maximisation of economic benefits motivates the staff to be proactive, rigorous and to complete their tasks in terms of quality and quantity around the project. The Training Centre urges its staff to take initiative according to different dimensions of assessment, to achieve active service, quality service and efficient service in the face of stakeholders outside the organization, to enhance the service quality of frontline staff, to optimise the school's ability to serve local development and to demonstrate the school's function to serve society. Lifelong learners enjoy the right to enquire about the status of their studies in addition to the right to choose other educational services, while giving them the right to monitor the service attitude and operational progress of staff. By allowing lifelong learners to feel a better learning experience, gain a good reputation and establish the brand image of the training centre, they can promote the growth of the training centre's business and economic benefits. Before and after the optimisation of the organizational structure, the responsibilities and rights of its stakeholders also differ, as summarised in Table 4 below.

Table 4 Comparison of Stakeholders and their Responsibilities and Powers and Interests under the Old and New Organizational Structures

Stakeholders in the Old Organizational Structure	Responsibilities	Powers	Interests
University of L	School-wide management	School personnel and financial management	Social benefits and financial income of the school
School of Further Education	Managed by the School Management Training Centre	Business Development and Performance Allocation Management	Social benefits and financial income of the school
Training Centre	Passive acceptance of assignments and execution of tasks by the College of Further Education	None	Social benefits and financial income of the school
Lifelong learners	Participation Payment of tuition fees	Enquiry	Self-improvement

Stakeholders in the Old Organizational Structure	Responsibilities	Powers	Interests

University of L	School-wide management	School personnel and financial management	Social benefits and financial income of the school
Training Centre	Legal persons are governed by the school Market-based normal operation	Personnel and financial management of the training centre	Maximizing economic benefits while ensuring the social benefits of the school
Training Centre Staff	Proactive tasks by project and division of labor	None	Salary linked to task or project appraisal
Lifelong learners	Participation Payment of tuition fees	Select, monitor, enquire	Self-improvement Enjoy better service

4.2.3 Improving the Effectiveness of Managers within Educational Institutions

The corporate body of the Training Centre shall assume the function of proactive external communication. Managers should make full use of the business relationships they have established with external organizations to drive the implementation of projects. The training centre manager acts as a conduit for internal and external communication; the manager has to speak on behalf of his or her organization, convey information and persuade lifelong learners to enter into training agreements on the one hand; and to pass a variety of information from outside back into the organization in a filtered manner. Managers have to act as a sieve for the organization, not allowing information that affects the organization to flow too easily; they have to act as a dam for the organization, resisting external influence, relieving strong pressure from outside and actively seeking external support; they have to be a sponge for themselves, constantly doing their own continuing education, constantly refining their business skills and improving their management.

In organizational management, there are a number of challenges in managing people. According to Henry Mintzberg (2011), one of the most prominent is the "order and control dilemma". It is about how to ensure that the organization does not fall into disorder when managers are subject to external influences and their own work is full of ambiguity and disorder. It is not an insurmountable problem, but the key to solving it is to establish the right amount of order, to strike the right balance between control and control, between more control and less control. If managers pass on all the conflict and ambiguity internally without the necessary buffering, it can lead to chaos and disorder throughout the organization; but neither can too much order. Managers themselves are often faced with disorder, but they want their subordinates to work in an orderly fashion, so they often impose a lot of order or performance standards from the top down. Conflict raises the paradox of control, as middle managers are also faced with disorder and pressure from all sides, and the top-down imposition of order can sometimes become an obstacle to controlling the environment, making work stereotypically isolated and out of touch with reality, which can also lead to serious management problems. The establishment of a moderate degree of order is an ideal goal, and one of the ideas given to achieve this goal is "active collaboration", replacing control with collaboration and command with communication as a managerial quality. There is a collaborative relationship between the Training Centre and the College of Further Education, with some crossover between the staff of the two units, and a good collaborative relationship between the managers of the two units can effectively avoid conflicts in the conduct of business. Humility on the part of managers helps to

foster a sense of respect and trust between people, which makes for better communication and inspires emulation among staff, thus helping managers to establish "proper order" within their organizations; it also inspires the "paradox of control" when faced with When faced with the "paradox of control", this can also inspire more junior managers to express their views and reflect the situation to the top, leading to positive changes in attitudes and ways of working (Henry Mintzberg, 2011).

4.4 Summary of the Results

The stakeholder theory is used to divide the role of the stakeholders inside and outside the training center, define the relevant responsibilities, rights, interests of each role, to role division, by the principle of division of labor and cooperation, the organizational structure should be changed to make each role give full play to its own value, so that the new organizational structure can carry out education and training more efficiently and better adapt to the needs of the learning society, the best interests of non-academic continuing education.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion and Discussion

"Each organization needs its own structure and management style. Moreover, they are not just different cultures - they are different cultures in their own right" (Xu, 2020). The training centre, which is affiliated to the public university, has been transformed into a market-oriented operation, i.e. it has partial control by the L university and also has relatively greater autonomy and responsibility. In order to meet the needs of a lifelong learning society, the training centre, as a window for local universities to serve the local community, was not sufficiently flexible in its original organizational structure management, and the members within the organization were not highly motivated and their performance was low.

The researcher used stakeholder theory to study the change strategy of the existing organizational structure, and set up an independent legal entity under the University of L. The three main managers: the legal entity, the head of personnel and the head of finance were selected and employed by the staff of the University of L, to achieve the main control of the personnel and financial rights of the training institution; the other staff roles include: sales staff, project These three roles are filled by the three managers of the training centre, who are employed on a contractual basis, using effective management and assessment mechanisms to mobilise the initiative of the staff in the development and implementation of the training business. The training centre managers actively mobilise the core members of the organization so that the whole training centre can operate more efficiently under the new matrix organizational structure, adapt more quickly to changes in the internal and external environment and effectively safeguard the interests of all stakeholders inside and outside the organization.

The researcher believes that with a project-centred matrix organizational structure such as the one studied in this paper, staff can react quickly to changes in the external environment and form project teams internally in a timely manner, so that the interests of stakeholders outside the organization can be taken into account while effectively completing projects; the social influence of the school can be enhanced through good social service functions and the brand value of the training centre can be increased, thus contributing to the performance growth of the training business and safeguarding the interests of The new organizational structure is in line with the researcher's initial

aim of optimising the organization's performance and achieving personal value. The new organizational structure is in line with the researcher's original vision of optimising the organizational structure. If the training centre is marketed and managed, a market-based organizational structure under school management will be established based on stakeholder theory. The training centre will operate independently and its staff will take on multiple roles to manage and implement the project in a collaborative manner, enhancing the interests of the organization's stakeholders through the efficient and high-quality delivery of the training project.

5.2 Recommendation

Research on the organizational change of university institutions, scholars have achieved certain theoretical results, which have guiding significance for the organizational structure change of university continuing education institutions. university L is located in the less developed southwest region, its college of continuing education is facing the transition period of academic education to non-academic education, the training centre as the main business department of non-academic continuing education, the current linear organizational structure and management model can no longer adapt to the rapid The current linear organizational structure and management model of the training centre, as the main business department of non-academic continuing education, cannot adapt to the rapidly increasing training tasks. The first step was to divide the internal and external stakeholders of the training centre according to the stakeholder theory, redefine the functions of the roles within the organization and assign different responsibilities and rights to each role; and then use the organizational change theory to change the training centre from the original linear structure to a matrix structure, with the new organizational structure combining cross-functional teams around a certain project task, improving the weakness of the linear organization with poor horizontal linkages and increasing the resilience of the organization. This improves the weaknesses of the linear organization and increases the flexibility of internal linkages. The managers are motivated by the project to demonstrate their own values, thus enabling the new structure to deliver training management faster and more efficiently and to reap the maximum benefits of the development of non-academic further education.

The researcher believes that there are many experiences and measures worth learning and summarising in the process of changing the organizational structure of non-academic further education institutions affiliated to universities. The researcher suggests that the following basic principles can be followed while making changes, with a view to providing reference and learning for the development of organizational changes in colleges of further education.

Firstly, the transformed organization can promote mutual benefit between social and economic benefits. The training centre has the function of serving the community in addition to realising the economic benefits of the school. When making changes to adapt to marketisation, the organization still needs to focus on the social responsibility of the school and how to achieve a mutual benefit between social and economic benefits. In terms of social benefits, the organization must consider the localisation of its services, tailoring them to the local characteristics of the target group, gaining good reputation while gaining credibility and enhancing the image of the training brand, with the economic benefits then being taken into account.

Secondly, the changed organization can maintain the healthy functioning of the internal and external relationships of the organization. The external relationship of the organization includes the relationship between the organization and the society, the organization and the government, the organization and the organization, the organization and the individual, the organization and the environment, etc.; the internal relationship of the organization includes the relationship between the

organization and the employees, the relationship between the various departments within the organization, the relationship between the employees and their superiors and subordinates, etc. When redesigning the organizational structure, emphasis should be placed on considering the relationship between the various stakeholders inside and outside the organization, mobilising their work motivation according to the functional characteristics of each role, and promoting the healthy operation of the internal and external relationships of the organization.

Thirdly, a changed organization can stabilise the balance of interests between stakeholders. Only when the organization's internal labour relations are stable, safety interests are guaranteed, the talent environment is valued, the spiritual environment and material needs are enriched, and the basic needs of stakeholders are met, the organization will naturally be able to mobilise the motivation and creativity of its employees, and the training centre will then be able to develop continuously. The development of the training centre is then fed back to the staff in the form of other benefits.

To sum up, this paper's study of organizational change strategies based on stakeholder theory is not a mature and perfect ideal strategy, and is only the ideal interpretation of the researcher in this paper for the time being, there are still many deficiencies and omissions.

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