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LEVERAGING THE SERVICE INNOVATION OF LOCAL MEDICAL UNIVERSITIES IN CHINA: THE PERSPECTIVE OF TEACHERS' PROFESSIONAL DEVELOPMENT

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ABSTRACT

The sudden COVID-19 outbreak in 2020 has affected global human health and brought new opportunities and challenges to people's life and social development. In such a social environment, the Chinese government has proposed to accelerate the reform of medical education. However, as the main body of education, Teachers' Professional Development (TPD) has lagged behind in recent years. This study uses ERG as the theoretical basis, establishes the theory and proposed research hypotheses. The conclusion is that universities should establish the cultural concept of "service support" based on TPD. Change from teaching service-to-service support for teachers' comprehensive development, from single organization service support to whole process and whole-staff service support. According to the characteristics of teachers, professional standards and social requirements for teachers transformed into self-development needs of teachers themselves as human beings, to stimulate the initiative and creativity of teachers' work and realize their self-growth.

1.   Introduction

The Novel corona-virus pneumonia (COVID-19) epidemic has affected the direction of global political, economic and educational development. UNESCO calls on governments to increase investment in teachers, optimize teacher training, promote professional development of

medical science, which has fundamentally redefined the direction of medical talent training. Students' learning methods, curriculum content, and social demand for medicine have also changed. Therefore, teachers' teaching methods, teaching content, and teaching philosophy also need to be changed. In addition to the basic teaching ability and professional knowledge ability, the reform of medical education has put forward higher requirements for teachers. However, although the development of Chinese teachers today is very rapid, the quality of TPD is not very ideal, which indirectly affects the quality of talent training and restricts the development of schools （Ma, 2019）.

What school administrators are most concerned about is the labor performance of teachers. Under this management thinking, teachers' TPD will no longer played according to their own wishes. At the same time, this also brings more administrative tasks to teachers, greatly reducing the independent space and time of teacher TPD. Recognizing the above problems, managers began to reform from all aspects. The main means is to try to change the status quo and promote TPD through external intervention, such as performance reform and the construction of the Faculty Development Center (FDC)。The current problems in FDC construction in China are: Administration, fuzzy functions, and the evaluation system is imperfect（Li，2021）.At the same time, in order to enhance teachers' work enthusiasm, Chinese universities have been trying to reform performance reform over the years, mainly by improving the salary and reward system. However, the reform is still become a mere formality and does not reflect the performance oriented problems（Mao, 2019）.

According to their administrative subordination, Chinese universities are divided into two categories: one is directly under the administration of the central ministries and commissions, mainly under the direct management of the central government; the other is local universities, mainly under the jurisdiction of regional governments, mainly funded by local finance, to train excellent talents for local development. The researcher works in a local medical university in western China. Years of work practice, love and understanding of this kind of university have inspired the researcher to further explore. Different policies and systems of teachers have different policies and systems. The existing research cannot be directly applied to practice by administrative managers, and the application value of research results is not high（Huang &Yi，2021）.Therefore, as the main force of the medical education in China, it is meaningful and necessary for the local medical universities to study it as as a research object.Therefore, this study is meaningful because it aims to remedy these issues and contribute new reform perspectives.

2.   The Related Concepts and Theories

2.1   The Related Concepts

Teacher Professional Development (TPD)
The American Education Association has made a specific interpretation of the faculty development for college teachers that it should include the teaching development, professional development, personal development, and organizational development (Wu, 2017). This is currently a widely accepted explanation in the academic community. The TPD is an important part and it is achieved through the teachers' teaching inputs and school support services. TPD can help teachers to enhance their professional awareness and acquire professional knowledge and skills. The personal development includes the career planning of teachers, the maintenance of physical and mental health and the improvement of communication ability. The organizational development is the organizational environment conducive to TPD.

Faculty Development Center (FDC)

 It is an institution of universities, with the school policy and teacher development plan as the guidance, with the organization as the carrier, it mainly carries out teaching and training, teaching research, teaching development and other service work (Jiang, 2019).

Service Innovation (SI)
Service innovation is defined as a new value proposition based on practices and resources, where businesses or creating new practices and resources or integrating existing practices and resources in new ways and assessed through customer value creation and customer service experience (Sun, 2021). The service innovation in this study mainly based on the service innovation of the FDC.

2.2 The Related Theories

ERG theory
ERG theory is an incentive theory proposed by American psychologist Clayton Alderfer based on Maslow needs hierarchical theory (Bao，2002). He believes that there are three types of needs for workers, namely, the need for survival (E), mutual relationship needs (R), and growth and development needs (G). The theory holds that the less the levels need to be satisfied, the more people desire. On the contrary, if the higher demand has not been satisfied, there will be a setback and backward trend. Multiple needs can simultaneously work as influencing factors to stimulate customers. Unlike Maslow's need hierarchy theory, Maslow believes that if one is not satisfied at one level, he will stay there until satisfied. The basic assumption of ERG theory is: first, low level needs and advanced needs are not interrelated, that is, high level needs are not met, high level needs occur. Second, when individuals are frustrated in the pursuit of advanced needs, they may seek comfort and achieve inner satisfaction through low-level needs. Third, there is no anterior and posterior order, and no fixed order was needed. Fourth, after a certain need was met, its demand will not decrease, but will increase.

ADDIE model
The concept of system training is widely used by enterprises, and the ADDIE model is currently the most widely used concept model of system training. The ADDIE model originated in 1975, and it is a systematic development of teaching methods, training one of the curriculum development models. The first-generation model mainly focuses on the Behavioral Learning Theory, and the model mainly consists of five stages: analysis, design, development, execution, and evaluation (Lu et al., 2021). With the development of society, the model has also improved and improved. The second-generation model mainly adopts system theory. Based on the original focus on learning behavior mode, the control factors of the organizational system control the behavior, and the learning behavior occurs in the management, support, control and transmission of the organization. The third-generation model emphasizes interaction, emphasizing changing customer performance and improving organizational performance, as well as sustainable quality improvement, at the outermost level of the model. The biggest feature of the model is systematic and targeted. The design of each link affects the next link, and the evaluation runs through the whole implementation process, which can ensure that customers the best learning experience and reflects the concept of "people-oriented".

Leithwood Comprehensive Stage Theory
In order to more truthfully reflect the comprehensive and complex process of teachers' professional development, Leithwood、B.Bell and J.Gillbrert have made positive efforts to put forward the comprehensive stage theory (Xia, 2010). In his opinion, TPD is a multi-dimensional development process, which not only includes teachers' professional ability: teaching design ability, teaching implementation ability, teaching organization ability, teaching evaluation ability, scientific

research ability, information technology ability, but also the development of professional affection and professional knowledge. The development of teachers' professional skills, psychological development and career cycle development should take into comprehensive consideration.

3.   The Theoretical Framework and Hypotheses

3.1   The Theoretical Framework

This study adopted the ERG theory to help understand the influencing factors that promote TPD, based on three dimensions: survival needs (school environment), relatedness needs (organizational culture), and growth needs (service support). We summarize the above three propositions and four hypotheses into the following theoretical models, along with the hypothesized relationships (see Figure 1).
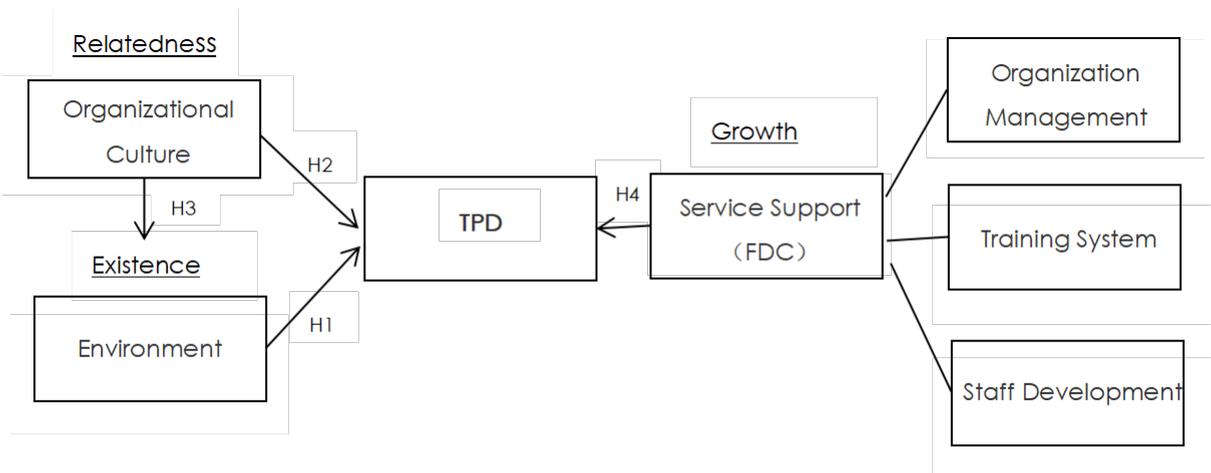
Figure 1：The Theoretical Framework

In recent years, the Chinese government has established an environmental and policy support for teachers with a positive role from the country. Each university actively responded to the call of the country, combined with the actual situation of their own schools, and began the TPD action. From the professional title, teacher evaluation, performance salary and other aspects to the reform. As the most basic factor affecting the growth of teachers, managers in China value the environment, and the managers have been making continuous efforts for this goal. According to the ERG theory, there is no fixed order, and the satisfaction of low-level needs is not the premise of the pursuit of advanced needs. As a need of a higher level, organizational culture is a modern and advanced management mode. The core thought of organizational culture is "people-oriented". The active organizational culture can establish a working atmosphere of fairness, justice, solidarity, friendship and mutual assistance in the organization. When the organizational culture is combined with the management's creativity, it will certainly be the wisdom and driving force of the organizational service innovation. At the same time, the school environment will also develop to promote TPD.

The positive role of organizing culture and service support will strengthen and promote the advanced needs of teachers. According to the ERG theory, when the advanced needs are strengthened, the teachers will continue to improve their needs at this level or stay at this level and no longer move forward. However, when the needs of the higher level are not met, the needs of teachers are reduced and balanced by strengthening the needs of the lower level. Therefore, this study focuses on both organizational culture and service support, which influence each other and act together on TPD.

3.2   Research Hypotheses

3.2.1   Survival Needs with TPD
       The Chinese government attaches great importance to the construction of teachers, and the national environment is very friendly to teachers. In terms of the school environment, universities also try to start from such aspects as teacher fine management, incentive mechanism reform, management efficiency, and comprehensive contract management (Gao, 2015; Wang, 2011; Ren, 2007; Zhang, 2008). The reform of administrative management emphasizing the performance teachers, and the assessment mode include five major aspects: political quality, professional ability, post assessment, work performance and law-abiding. However, due to the particularity of local colleges and universities, compared with those directly under the central government, the total resources of local colleges and universities are limited. The current performance pay distribution is to deduct a part of the total number as the incentive performance, and then distribute the incentive performance twice according to the assessment results. However, due to the inadequate implementation of the reform, the performance distribution is not related to the actual contribution and work performance of teachers. After the reform, teachers' salaries are still at a relatively low level. Under the control of clear tool rationality, TPD consciousness and behavior are highly strengthened as the requirements of school organization and operation, rather than the need of teachers to encourage self-development (Wei, 2007).

According to ERG theory, when the low needs of teachers are only slightly satisfied, there is a strong hope to get more satisfied. Assuming that through the intervention of the school external environment such as performance reform, after the survival needs met, teachers are likely to pursue high-level needs, and thus promote TPD. However, it is also possible to stay in place, and not to pursue higher needs. However, the total amount of resources in universities is limited, and teachers' needs for low levels is getting higher and higher, which is bound to be unable to meet it. On the contrary, it will inhibit TPD.

Need itself is the original driving force to stimulate motivation, a person if there is no need, there will be no power and vitality. The satisfaction of teachers for survival mainly depends on the acquisition of external material conditions and the security of their environment. However, they are themselves with a strong subjective initiative, independence and high human capital investment group (Liang，2019). With the development of economy and the continuous progress of society, the problems of safety, adequate food and warm clothes covered by life needs have been generally satisfied for the college teachers. Environmental factors are the main embodiment of the existing needs of college teachers. Environmental factors mainly refer to the social environment, including national policy environment, fiscal policies. The environmental factors of this study mainly focused on the school environment, including policies, office environment, etc.

H1. Survival needs (school environment support) were correlated with TPD.

3.2.2   Relatedness Need with TPD
       If we only rely on the contract relationship of labor contract, it is obviously very difficult to improve teachers 'work enthusiasm and promote teachers' self-growth. According to the ERG theory, the need of mutual relationship refers to the need of social needs and self-esteem, which is an internalized emotional motivation factor. The mutual relationship of college teachers mainly includes three factors: interpersonal relationship, organizational recognition and social respect（Liang，2019）.Human relationship as a person existing in the society is very important, especially the teacher group, which contains the relationship between teachers and students, teachers and teachers, teachers and leaders. A good interpersonal relationship can have a positive impact on

teachers. Organizational recognition is reflected in whether the teachers' recognition and value orientation of the school organizational culture are consistent. For teachers, social respect can inspire their inner satisfaction. A knowledgeable, noble moral character, love the students of the teacher must be strict to their own requirements, positive and enterprising person. A person who is respected by his colleagues and appreciated by his leaders must be a person who has played his own value in his group life.

Organizational culture is a long-term discussed topic in organizational research, and has important management significance (Chen & Yi, 2019). There are various explanations for the definition of organizational culture. The researchers summarize the concept presented by the first research institute, that is, organizational culture is a unique cultural image composed of beliefs, attitudes and values jointly owned by organizational members, and affects the actions of organizational members (Pao& Jiang, 2012). The most important part of culture is the maintenance of mutual relations, and the sense of belonging and mutual trust of employees are the core content of organizational culture (Quinn, 1985). At present, the mixed dynamics paradigm of organizational culture is applied and used for reference by many researchers. It holds that organizational culture is a dynamic evolution process of leader factors and environmental factors (House, 2004). Only by symbiosis with the environment and taking humanistic care as the mission of the organization can organizations and individuals enhance their competitiveness. Through the above arguments, it can be found that the core of organizational culture is very closely related to the mutual relationship of employees in ERG theory, so organizational culture can be called variables related to the internal needs of employees. At the same time, there is also a mutual relationship between organizational culture and the school environment at the level of survival needs. According to the ERG theory, when the interrelated needs of people are met, it will promote the further improvement of internal needs and go to the growth pursuit of higher classes. On the contrary, when the demand is frustrated, it will also inhibit the internal demand to the higher class, and may even retreat to a lower level of demand. So that we can make the following assumptions:

H2. Relatedness needs (organizational culture) related to TPD.

H3. The school environment is related to the organizational culture.

3.2.3   Growth Needs with TPD

In ERG theory, growth need is a high-level need for an individual. This is very important for college teachers. Teachers with high knowledge background and research ability often have high-level expectations to realize their self-value, hoping that they can make a difference in their career, be recognized and praised by the industry, and get the satisfaction brought by the realization of self-value (Liang, 2019). Some studies have shown that knowledge employees have strong ability, low dependence on the organization, and pay more attention to their own growth. From the perspective of ERG theory, the relative importance of the three core needs to knowledge employees is different. In other words, the growth needs are the largest for knowledge employees (Zhao & Meng, 2019). Managers also realized that only external stimuli such as performance reform, policy support and cultural support were not significantly effective in meeting the growth needs of teachers. To meet the growth needs of individuals, in addition to the stimulation of salary, sense of security and sense of value, it is also necessary to provide support services for the growth of knowledge employees such as university teachers. Therefore, China has built and established 30 national-level FDC, aiming to provide growth support services for teachers. However, the personnel allocation, financial support, and institutional functions of these demonstration centers are quite different from the FDC of local universities. At present, there are general problems of FDC construction, vague functions and imperfect evaluation system (Li，2021). Thankfully, the establishment of FDC has a positive influence in promoting TPD among teachers.

H4.   Growth needs (service support) are related to TPD.

4.   Research Methodology

This theoretical paper applies the literature-based qualitative research method as it is a suitable preliminary method to explore the nature, characteristics and development rules of the subject matter according to the subjective intuition and related experiences. This paper uses the literature method and the case study method of the first author's participation in the personal observation and experience with the local medical university in Northwest China as the research object (N University). These help to discuss and describe the service innovation path to promote TPD based on the proposed theoretical model.

5.   Analysis and Discussion

Medical education is a kind of elite education, which is characterized by high cost, many courses, large quantity of courses, long length of schooling, high teacher-student ratio and strong practicality. Innovative talents can be cultivated through teaching, medical practice and scientific research practice. At present, there are three following types of medical universities in China: First, the medical universities in the Comprehensive University, led by Peking University Department of Medicine, Shanghai Jiao tong University School of Medicine, Fudan University Medical School and Peking Union Medical College, are the best medical school representatives in China, and this kind of school is merged with the comprehensive university and exists as a college of the university. Second, the military medical university, belongs to the military academy, under the direct jurisdiction of the central government. The third is an independent medical university, which is divided into universities directly under the Ministry of Education and local medical universities.

As the main part of medical education in China, local medical universities are jointly built by the Ministry of Education, the National Health Commission and local governments, aiming at regional economic and social development. In China's "western medicine based" local medical universities, A total of the capital university of medical sciences, Tianjin medical university, Nanjing medical university, southern medical university, China medical university, Harbin medical university, Anhui medical university, Hebei medical college, Wenzhou medical college, Xinjiang medical university, Chongqing medical university and Inner Mongolia, Ningxia medical university medical university and so on in the procession to build 13 colleges and universities(Zhao,2021). Among the 13 universities, N universities located in northwest China are local medical universities, with limited financial funds and TPD of teachers lag behind. Most of the sources of students come from northwest China and have low learning ability. Compared with other local medical universities, it has its unique and representative in terms of school management, teacher quality, financial funds, student source and so aspects.

5.1   Environment

The satisfaction of the survival needs of university teachers mainly depends on the external material conditions. Including work remuneration and work environment. The working environment mainly includes the material environment and the institutional environment (Liang,2019). Materialized environment refers to the hardware environment and software environment provided by schools for teachers. Such as office environment, teaching facilities, laboratory environment,

office software, personal learning software, etc. Institutional environment refers to policies and systems.

Since 2017, N University has proposed a smart campus construction, Time to implement and complete the construction of the smart campus in three years，Invest in the construction of 92 smart classrooms. In 2020,17 projects were invested to start the construction of software environment, such as online office hall, unified identity authentication management platform, data management platform, personnel system, which realized the data run more, teachers run less errands, and improved the management of the information level of the school. Integrate learning management system, question bank and online examination system, medical morphology digital teaching platform, medical teaching multimedia resource database, virtual simulation experiment platform and other teaching platforms, promote the construction of school online learning center, introduce online hybrid teaching course resource database. Free installation and promotion of various software, providing online libraries, so that teachers can learn anytime and anywhere.

In response to the overall requirements of the country, N University began to explore models of transitional longitudinal management. In order to provide a good environment for teachers, universities can strengthen effective information communication, so that both employees and school organization administrators can have a deep understanding of each other. Continue to optimize the assessment and management system, actively solicit opinions from various parties, and consider the advantages and deficiencies of teachers at different stages of development. Pay attention to the implementation of the system, regular and continuous effect observation and evaluation, so as to further improve the system according to the teachers' behavior. However, after the implementation of the current system, the effect is not tracked and evaluated, and the system is not revised for a long time and is easy to change from the real environment, thus losing the effect of incentive (Liang,2019). The goal of the school environment should promote TPD, gradually weaken the mandatory behavior system, strengthen the academic research system, and standardize and guide teachers' behavior. At the same time, TPD has a lot to do with the key leaders of the school in running the school values and the understanding of TPD, and the leadership values of a school influence the overall positioning of the school (Hu, 2003).

5.2 Organization Culture

Organizational culture is to finally realize self-motivation and self-management through value guidance. Rahmana (2016) Mention in the study, a culture of organizational excellence can increase employee satisfaction and loyalty to the organization. Excellent organizational culture can shape the excellent mental state and good working attitude through the internal mental strength, so as to create excellent organization, outstanding people (Ji,2017). However, the culture of excellence needs to be reflected in the innovation of organizational services, reliability, personal attention to employees, etc. The service excellence is based on organizational culture. Culture forms the soul that provides a system of shared meaning that guides employee behavior. Therefore, the institutional environment of the school will also be guided by the culture (Voon & Abdullah, 2014).

Organizational culture has been used more in enterprise management and achieved many excellent enterprises, and it is less used in universities. However, because of the organizational system, managers concept and other reasons, organizational culture construction and incentive often become a mere formality (Kong, Zhang & Tan, 2010). The organizational culture construction of N University is unexpected, and there are general problems. In view of the above problems, the researchers put forward the following five suggestions based on their working practice:

First is to change your ideas. In the information age, the speed of knowledge accumulation, transmission, sharing and updating is faster than ever before. It requires people to have the ability of continuous learning and quick response to emergencies. As a learning organization, the cultural change is the forerunner and guarantee, which needs to change from the traditional rigid and solidified characteristics to a flexible and dynamic organizational culture environment (Kong, Zhang & Tan Li, 2010). As a complex organization, higher education organization is a mixture of bureaucratic organization and political organization, which must obey the principles of bureaucratic organization and operate according to the attributes of political organization. Its management operation cannot leave the bureaucracy system. The bureaucracy ensures the rational operation of universities and the effective allocation of resources, and is the embodiment of the administrative power and efficiency of university administrative system (Li, 2019). What the university should do is to overcome the "pan-administration" and "excessive administration" and make the bureaucratic governance play its positive role. The institutional culture of the organization is formed on the basis of teacher assessment and evaluation and teaching management, which is the embodiment of the value direction of universities and the evaluation orientation of teachers. It has an influence on teacher behavior and emotions (Chen & Zhou, 2016).

Second, we need to establish a common goal. Organizations help members understand organizational culture, thus reduce the incidence of cultural conflicts and shape the common goals between organizations and individuals, individuals and individuals.

Third, it is to establish organizational trust and harmonious interpersonal relationship. Respect teachers, students, academics and knowledge. When making decisions, we should fully respect the opinions and suggestions of teachers and students, and truly incorporate their suggestions and suggestions. We should not take actions only on the surface but not in fact.

Fourth, the institutional support to establish a learning community. As a learning organization, a strong learning atmosphere is very important to the growth of teachers and students' learning. Learning communities can ensure that members share learning resources and outcomes, and promote their interaction. The virtual learning community born in the network era can break the space and gather people with common disciplines and common research subjects in all places of the world. What universities have to do is to provide platforms, opportunities, and institutional support. This is very important for medical university. Doctors in hospitals have a heavy workload. While undertaking practical teaching, there are still many hospital jobs. However, teachers in universities have less practical experience and lack of knowledge that depends on textbook content and practice in the teaching process. The ultimate goal of medical education is to cultivate a group of excellent doctors. The work of doctors is directly linked to human life and health. Only by combining theory with practice can the teaching effect be improved. This requires regular communication and cooperation between teachers of theoretical and practical teaching to help teachers better carry out the curriculum.

Fifth, to use the scholarship of teaching to help teachers balance the relationship between teaching and scientific research (Chen &Zhou, 2016). The evaluation orientation that schools attach importance to scientific research or teaching is not good for teachers' development and students' growth. University also has the phenomenon of emphasizing scientific research over teaching. Policy makers know this problem and are also trying to change the current situation, but the effect is not very ideal. Teaching and academic learning is the concept that can closely combine teaching and scientific research together. In view of the above problems, the teaching and academic concept is a path to try.

5.3   Service Support

TPD needs the organization to function as a coordination mechanism to guarantee it with tangible service support. As this tangible service support organization, the local university FDC has attracted much attention. Since 2012, China has established 30 national FDC has to play the role of college teachers in talent training and promote the development of higher education in China. For the supporting services of teacher development, there are still problems that cannot meet the needs of various groups, incomplete training content, scope of teachers, imperfect evaluation mechanism (Liang, 2019). Even so, the FDC continues to maintain its working purpose of serving teachers. In recent years, various Chinese universities have still set up their own FDC constantly exploring, adjusting the pace of reform, and striving to move forward. Although its promoting effect is not very strong, we are thankful that managers recognize the importance of meeting the growth needs of teachers, compared to before establishing the FDC.

Combined with many years of working experience in N University, the teacher development work of N University faces the following problems. One is the staff: aging personnel, the lack of high-level talents, the quality and ability of the staff do not match the current requirements. The second is the functional orientation: the work direction is mainly to cooperate with the annual teacher training plan of the administrative department of the school personnel department and the annual work plan of the school. Just an "executor" role, the lack of independent development authority. Third, the training mechanism: teacher training, as one of the current means to promote TPD, lacks systematization, pertinence and sustainability. Teachers do not take the initiative, and are unwilling to participate in the training. There are no stratified training plans and training modules available. Post-training effect evaluation and tracking need to be improved. Some of the training is a mere formality. Fourth, the support of grassroots teaching organizations is insufficient: TPD has become a conscious action of teachers, lacks a community platform for teachers to exchange, discussion and development, and various colleges and grassroots teaching organizations lack the overall planning for TPD improvement.

The ADDIE model has evolved from the study of teaching systems after World War II. The model development has been developed to the third generation. Now the model includes three systems, namely, the core teaching design system (analysis, design, development, implementation, evaluation), the organizational functional system (management, support, development, transmission), and the quality improvement system. The three subsystems interact and have effective operation to achieve the continuous progress of the project, and finally achieve the organizational goal of performance improvement (Liu & Hu ,2015). The model is often applied by researchers in the design and development of the curriculum, talent training, teacher training, etc. (Mo & Yang, 2020; Liu, 2019; Wei, Yan & Peng, 2019; Yang, Zhang & Yang, 2012). Based on the status of N University, the researchers will combine the systematic thinking of the ADDIE model, Support services through the organizational management of the FDC. Next, analyze and discuss through three aspects: organizational management, training system and employee personal development.

5.3.1 Organization Management

In the face of the overall environment of medical education reform, university teachers are given higher vocational standards and requirements. How the FDC can actively adapt to the new development needs and integrate the new requirements and new standards into the construction of the center is an important problem that needs to solve at the present stage. The work of FDC should focus on how to improve their teaching ability, professional ability, scientific research ability and service ability. How to optimize the teacher training system, enrich the content of teacher training, adjust the teacher training mode, and establish the service mechanism of sustainable teacher development.

Strengthen academic performance
The division of FDC functions is the following three kinds: academic institutions, administrative institutions, academic and administrative institutions coexist. The research object belongs to teaching institutions, which has no administrative functions. The main task of the center is to cooperate with the personnel department to implement the school's annual teacher training tasks. The main work content only based on faculty teaching development. Therefore, no matter how the future functions divided, the FDC needs to strengthen its academic status, which is the basis for the organization to provide services.

Refine the service mode

From the current FDC practice, the service methods mainly include four aspects. First, teacher training, mainly teacher pre-job induction training, teacher post-job school-based training, after-school training, network training. Second, teachers 'teaching competition, to build a platform for teachers' exchange and learning; The third is Teacher workshops，Leading young teachers through good old teachers, Finally, to promote the development of the learning community；Fourth, teaching and consultation, Including teaching and diagnosis, personal career planning. The FDC's existing services are diversified, but also fragmented. According to the system training thinking, service integration, to ensure that all kinds of services have the existing value and significance for customers.

5.3.2   Training System（TS）
        The training system is the core part of the organization, and the five stages support each other and influence each other, and the whole TS forms a circular system around the evaluation. 1) Analysis: Analysis of the basic situation of teachers, analysis of the training purpose, analysis of student characteristics, the needs of colleges and universities, and the individual needs of teachers. 2) Design: combined with the current situation of school resources and funds, according to the data and results of the analysis stage, form a training plan, including the training purpose, method, and assessment and evaluation method. 3) Development: the whole part mainly refers to the design and editing of the training content and network technology development. 4) Implementation: The training implementation stage is to practice the work of the previous stages. 5）Evaluation: Evaluation is a continuous process, running through the implementation process of the other four stages, and through the quantitative reaction training effect through a variety of evaluation methods. At the same time, this also coincides with the key factors of ERG theory, integrating individual differentiated needs into all aspects of management.

The goal of the training system is to form a systematic, recyclable service system. The systematization of service is to unify the organization, management, analysis, design, development, implementation, and evaluation. According to the comprehensive stages of teacher development, the three levels of teacher development mentioned: Teacher professional skills development, psychological development, and career cycle development. It can also be considered to integrate the content of training and the objects of training. Teachers were stratified and classified according to their psychological development and career cycle, and while paying attention to teachers' teaching ability, combined with the characteristics of teachers at this level, expand the scope of services. Because of cultivating teaching ability, teachers' moral quality, lifelong learning ability, teaching academic and team cooperation ability are included into the service system.

First is the cultivation of teachers' moral quality, Morality here includes not only external moral requirements, but also values and ideas. Through the cultivation of teacher morality, it can help teachers to find the original intention of this career, firm and correct ideals and beliefs.

Second is Scholarship of Teaching and Learning (SOTL). It can closely combine teachers' professional ability, teaching ability and scientific research ability. Teachers' teaching ability should be built on the basis of solid professional ability, and the professional research results can also be transformed into teaching resources. The relationship between scientific research and teaching is the mutual connection and mutual promotion.

Third is teachers' lifelong learning ability, here mainly refers to the teacher's self-development consciousness, including the teacher's professional ideal and professional self. The professional ideals of teachers are driving for their dedication to educational work，With the determination to be a teacher, we can consciously abide by the professional ethics. What is a teacher's motivation for engaging in educational work, which directly determines his status in his professional career. Professional ideal would influences teachers' career identity. Career identity is not only the driving force for teachers' independent development, but also an important factor for students' development. Lifelong learning is only possible when teachers need for self-development.

Fourth, teamwork，Build a knowledge-sharing system. Encouraging teachers to build teams, communication and collaboration between group members will promote the common development of individuals and teams. At the same time, we should advocate the use of teachers' developmental evaluation concept, Pay attention to the evaluation of teachers' personal value, moral value and professional value. Managers need to understand that the real purpose of the evaluation is to promote the sustainable development of the evaluation objects.

5.3.3   Staff Development
Talent management involves many aspects of human resources, to ensure that the suitable people engage in the suitable work, attract, retain, manage, and develop high-quality employees, ensure the smooth completion of the business (Mahdzir et al., 2021). System training aims to think about and solve problems in a systematic way of thinking. This requires the decision makers of the organization to consider the operation and management of the work with systematic thinking, He needs to have the ability to integrate, refine, and allocate resources. Cultivate employees to affirm and identify with their value in the entire service system. At the same time, managers should actively play the role of human resource management, and improve employees' competitive awareness, innovation ability, and teamwork ability. In the university talent management, the development of the personnel undertaking the management should also become the key for the organization to maintain excellent human capital (Mahdzir et al., 2021). Therefore, the school training objectives must include more types of teachers.

6.   Conclusions and Limitations

This study went through case studies，A theoretical model is established based on the ERG theory. The school environment, organizational culture and service support have an influence on promoting TPD, and launch a series of discussions based on theoretical models. This has helped us to develop a clear understanding of TPD and identify some of the most critical directions for future research, such as leadership. The perspective of teachers' professional development also points out the direction for improving the education evaluation mechanism.

This study has limitations in content and subject selection. Questions were presented and discussed based on the researcher's practical experience and previous literature, So the analysis and discussion are not convincing enough. The next step can combine internal and external factors, through quantitative and qualitative comprehensive research methods, a comprehensive analysis of the factors affecting TPD. To explore the path of innovative services.
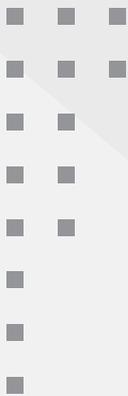
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