



Guideline for Enhancing Transformational Leadership in Private Universities in Guangxi

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ABSTRACT: The objectives of this research were 1) to study the current situation of transformational leadership in private universities in Guangxi, 2) to evaluate the current situation of transformational leadership in private universities in Guangxi, and 3) to develop a guideline for enhancing transformational leadership in private universities in Guangxi were including 4 following aspects: 1) morality model 2) leadership charm 3) vision incentive 4) personalized care. The sample of this research were department head in private universities in Guangxi. They were selected by sample random sampling method 20 people, totaling 240 people. The interview group was the 2 administrators or teachers in private university, totaling 24 people. The group of evaluate the suitability and feasibility of guideline for enhancing transformational leadership consisted of experts and administrator from university, and those who have main role in policy management, totaling 12 people. The research instruments were content analysis form, questionnaire, focus group interview form and in-depth interview form. The statistic to analyze the data were percentage, mean and standard deviation.

The results were found that the current situation of transformational leadership was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was personalized care, followed by vision incentive, and morality model was the lowest level. The result of evaluate the current situation of transformational leadership was at medium level Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was guide employees to make career development plans, followed by care about the work, life and growth of employees, sincerely provide suggestions for their development, and willing to help employees solve life and family problems was the lowest level. a guideline for enhancing transformational leadership were as follows: administrators provide a guide to employees for making career development plans, full of confidence in the future to the department, being dutifully dedicated and do not seek private interest, love the work and have strong ambition and enterprise.

KEYWORDS: Transformational leadership

1. INTRODUCTION

China's higher education has entered the popularization stage. The "gross enrollment rate of higher education" indicator is used to measure the development stage of a country's higher

education. The "gross enrollment rate of higher education" is the ratio of students in school as the numerator and the population aged 18 to 22 as the denominator. This ratio reflects the overall level of higher education opportunities provided by a country, and is

an important indicator of the development stage of a country's higher education. Generally, we divide the development of higher education into three stages. The gap between the first stage and the second stage is 15%. When a country's gross enrollment rate of higher education is less than 15%, it is judged that the country's higher education is in the elite stage; When the gross enrollment rate of higher education in a country exceeds 15%, it is called the popularization stage. Once the gross enrollment rate of higher education in a country breaks through the threshold of 50%, it is said that the country's higher education has entered the popularization stage. It can be seen from the data that the popularization and popularization of higher education in Britain and the United States are decades ahead of that in China. In particular, the United States has entered the popularization stage of higher education in 1970. At that time, China's higher education was still in the "Cultural Revolution" period, and the scale, quantity and quality are not the same. However, from the perspective of the transition time of each stage, it took 30 years for the United States to enter the popular stage from the elite stage, 16 years for the United Kingdom, and only 9 years for China; From popularization to popularization, it took 29 years for the United States, 25 years for the United Kingdom, and only 17 years for China to achieve this historic leap. It is not difficult to see from this that although China's higher education started late, it has shown the development potential of thick accumulation and thin development. In recent years, China has no longer only paid attention to the development speed and scale of higher education, but also paid

more attention to the high-quality development of higher education.

The private higher education in Guangxi still handles the backward level, and the transformation of leadership style is imminent. Although private education in Guangxi has made considerable progress in terms of scale and quality of education and teaching in recent years, there is still a significant gap compared to public universities and cities in eastern and central China. There are many reasons for these differences, and one of the most important reasons is that there are still the following problems in the leadership style of private universities in Guangxi: the traditional "one-word hall" management mode still exists. Some leaders of private universities still adopt the traditional "one-word hall" management model, with decision-making power concentrated in the hands of a few leaders, making it difficult to form a democratic, open, and transparent management mechanism. Some private colleges and universities have relatively lagged behind in their leadership ideology, failing to keep up with the pace of development of the times in a timely manner, and relatively slow in the application and promotion of new technologies, methods, and ideas. Lack of teamwork spirit. Some leaders of private colleges and universities lack teamwork spirit, making it difficult to break down and collaborate on management work, leading to difficulties in carrying out management work efficiently. This kind of sign indicates that it is urgent to implement transformational leadership in private universities in Guangxi.

2. RESEARCH QUESTIONS

1. What is the current situation of transformational leadership in private universities in Guangxi?

2. What is the evaluation of the current situation of transformational leadership in private universities in Guangxi?

3. What is a guide to enhancing transformational leadership in private universities in Guangxi?

3. LITERATURE REVIEW

3.1 Leadership trait theory

Stogdill. (1947) studied the relevant literature and drew two main conclusions; One is that there is no essential difference between leaders and their followers in terms of quality; The second is that some characteristics are very important and have a definite correlation with leadership success.

Yuke G. (1998) the key qualities that distinguish leaders from ordinary people are driving force, honesty and integrity, self-confidence, coordination skills, and business knowledge. At the same time, according to their perspective, these traits can be innate, acquired, or both.

Zhao Guoxiang, Wang Jinchao. (2008) discovered that the charismatic leadership trait model of the Chinese military includes elements such as sociality, infectivity, tenacity, and creativity.

3.2 Transactional leadership

Bass. (1985) was the originator of the theory of transactional leadership, the symbol is "Leadership and Performance Beyond Expectation". He believes that the theoretical foundation of transactional leadership is the Leader Member Exchange Theory and the Path Goal Theory.

Chen Wenjing, Shi Kan. (2007) based on understanding the needs of subordinates, leaders use various strategies to motivate employees to work hard to complete their work by clarifying roles, job requirements, and work goals, thereby meeting the needs of employees.

Judge and Piccolo. (2004) the meta-analysis results show that the other two factors of negative exception management and transactional leadership have different natures of impact on the outcome variables.

Wu Jingji, Lin Hemao. (1998) developed a measurement scale for transactional leadership based on Bass's measurement scale, which includes seven dimensions: vision and attractiveness, intimacy, motivation and shared vision, commitment and justice, respect and trust, knowledge inspiration, and individual care.

3.3 Transformational leadership

Burns, J. M. (1978) transformational leadership is a process in which leaders inspire and encourage employees' motivation through high concepts and moral values, enabling their subordinates to fully engage in their work, thereby promoting them to become leaders, and leaders become the driving force behind reform. It is a process in which leaders and subordinates promote each other to a higher level of need and motivation.

Wang Hui and Niu Xiongying. (2004) the empirical research and analysis confirmed that transformational leadership will affect subordinates and affect the work performance of leaders and employees.

Meng Hui. (2007) comprehensively and pertinently analyzed the mechanism and relationship between transformational leadership and trait factors, and the interaction between transformational

leadership and leadership performance in the context of Chinese enterprise management, and further verified and revised the MLQ (Multi-factor Leadership Behavior Questionnaire) with empirical analysis and research to make it more effective and reliable.

Li Chaoping. (2006) re-examined the validity of Bass's questionnaire, taking into account the factors of China's social situation, and carried out a systematic study on the relevant issues of transformational leadership in China's situation, so as to re-establish the questionnaire that is in line with China's reality. On this basis, Li Chaoping and others have conducted a lot of research on the relationship between leadership effectiveness and transformational leadership.

Bass. (1993) believes that the same leader may be a compound leader. In one case, he may be a transactional leader, and in another case, he may be a transformational leader, After factor analysis through the Multifactor Leadership Questionnaire (MLQ), transformational leadership behavior is divided into four dimensions, namely personalized care, intelligent stimulation, infectious ability, and leadership charm.

3.4 Private higher education

Den. (1997) on the development stage of private higher education into three periods (the recovery period was 1978-1991, marked by the 1982 Constitution of the People's Republic of China; The period of rapid growth was 1992-1996, marked by The normative period is from 1997 to now, marked by the promulgation of the Regulations on Running Schools with Social Forces and the Law on the Promotion of Private Education.

3.5 Department Heads

Chen Xuefei (1989) believes that it is generally believed in the American academic community that the academic departments created in the 18th century are not yet organizational entities. It was not until the 1820s that organized academic departments were first created at Harvard and the University of Virginia.

Dyer, Beverly G (1999) proposed that events that had a significant impact on the development of the department head position included the reconstruction period, Morel legislation, vocational education, interest in philanthropy and development, and the shift from an agricultural and land-based society to an industrial based society.

Smith, D. L., Rollins, K. B.& Smith, L. J. (2012) has found that the proportion of female and ethnic minority department heads in research universities has increased. In response to the phenomenon that there are significant differences between male and female department heads, some researchers have conducted a special discussion on the gender of department heads.

Gao Lei and Gao Cungong (2005) believed that the selection methods for university department directors include direct appointment by the dean, recommendation by teachers, and rotation of positions.

4. RESEARCH CONCEPTUAL FRAMEWORK

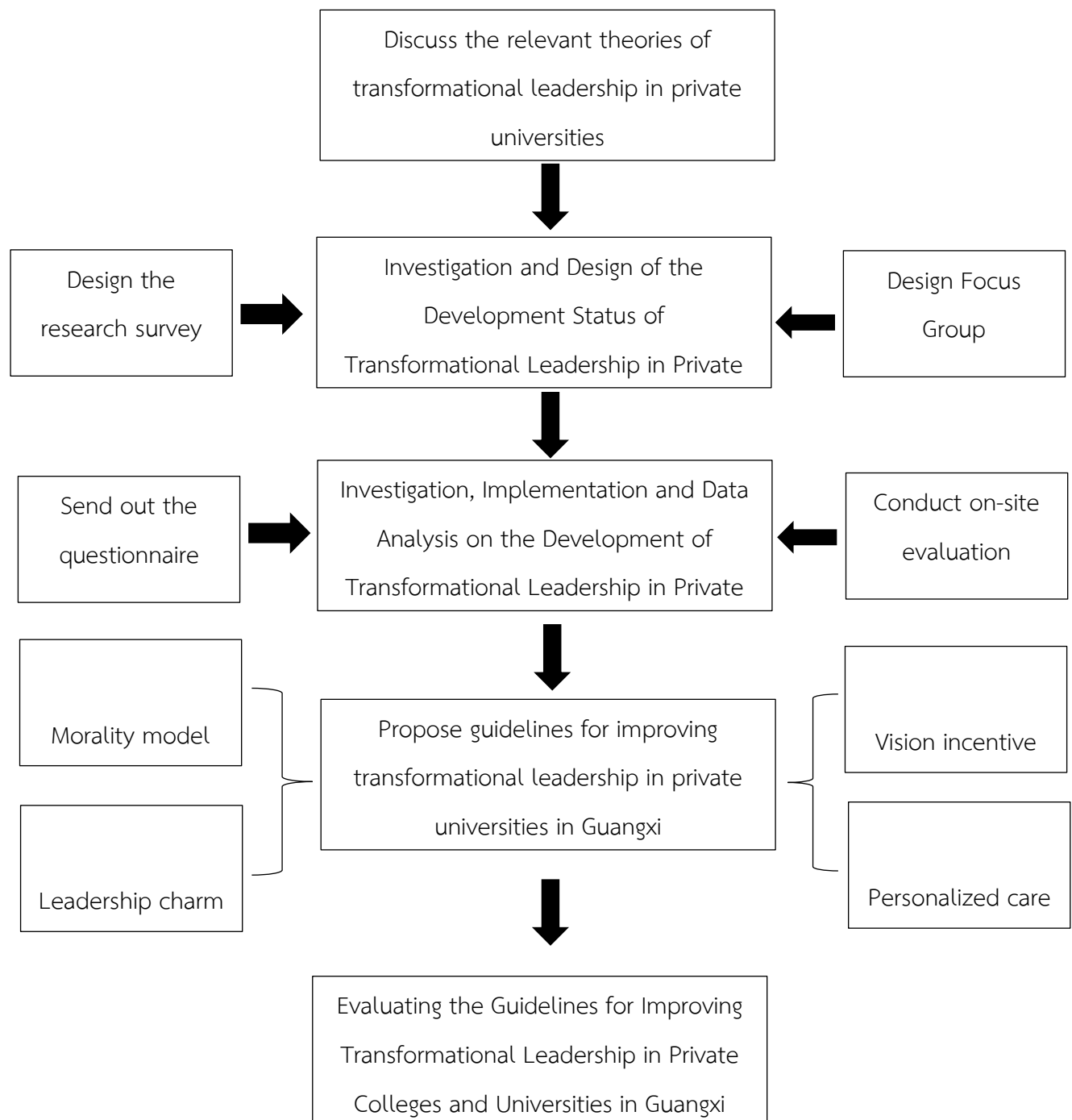


Figure 1 Research Framework

5. OBJECTIVES OF THE RESEARCH

1.To study the current situation of transformational leadership in private universities in Guangxi.

2.To evaluate the current situation of transformational leadership in private universities in Guangxi.

3.To develop a guide for enhancing transformational leadership in private universities in Guangxi.

6. RESEARCH METHODOLOGY

6.1 Population and Sample

6.1.1 Population

The total population of this study are university leaders from 12 private universities in Guangxi. These school level leadership styles determine the school's leadership style.

6.1.2 Sample

The sample for this study are 240 department heads from 12 private universities in Guangxi. The 12 private universities are: Nanning University,Guangxi Foreign Languages University,Liuzhou Institute of Technology,Beihai University of Art and Design,Xiangsihu College of GuangXi Minzu University,Guilin University,Shiyuan College of Nanning Normal University,Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine,Faculty of Chinese Medicine Science Guangxi University of Chinese Medicine,Guilin Institute of Information Technology,Nanning College of Technology,Beihai College of Beihang ,Guangxi City Vocational University. According to Krejcie and Morgan's sampling table, Using simple random sampling.

Research tools

The tools used in this study include questionnaire and focus groups

1.Questionnaire

The questionnaire for the interview consists of two parts.

Part 1:A questionnaire about the general information (including gender, age, educational background, professional title, working years) of the respondents.

Part 2: Questionnaire on the Status of Transformational Leadership in Private Colleges and Universities in Guangxi, with a total of 48 test questions, Using a five level rating scale, Strongly agree, somewhat agree, generally agree, somewhat disagree, and Strongly disagree, responses were asked to select only one level. The content and questions are arranged according to the order of research elements: Morality Model, Leadership chart, Vision aggressive, Personalized care.

2. Focus Groups

Based on the analysis of the questionnaire, from the four variables Morality Model, Leadership Chart, Vision Initiative, and Personalized Care, we selected the three items with the highest scores, a total of 12 items, to form a Focus Group questionnaire, and organized 24 experts to evaluate the current situation of transformational leadership in private universities in Guangxi.

3.Evaluation Team

This study invited 12 experts to evaluate the feasibility and applicability of the proposed guidelines for promoting transformational leadership in private colleges and universities in Guangxi. The experts were selected from the leaders of 12 private schools, including presidents and presidents of secondary colleges. They all have many years of leadership experience and have high theoretical and practical

levels. Then Data collection, Data analysis, Data interpretation.

7. RESEARCH RESULTS

Table 1 Mean and standard deviation of the current situation of transformational Leadership in

Private Universities in Guangxi in 4 aspects (n=240)					
No	The General Situation of Transformational Leadership in Private Universities in Guangxi	\bar{X}	S.D.	level	rank
1	Morality Model	2.08	0.98	Medium	4
2	Leadership charm	2.68	1.09	Medium	3
3	Vision incentive	2.73	1.12	Medium	2
4	Personalized care	2.93	1.34	Medium	1
	Total	2.61	1.13	Medium	

According to table 4.2, found that the current situation of transformational leadership in 4 aspects was at medium level (\bar{X} = 2.61). Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was personalized care (\bar{X} = 2.93), followed by vision incentive (\bar{X} = 2.73),

and morality model was the lowest level (\bar{X} = 2.08).

Based on the analysis of the mean and standard deviation of the above Morality Model, Leadership Chart, Vision Incentive, and Personalized Care, the current situation of the above four aspects is shown in Figure 2:

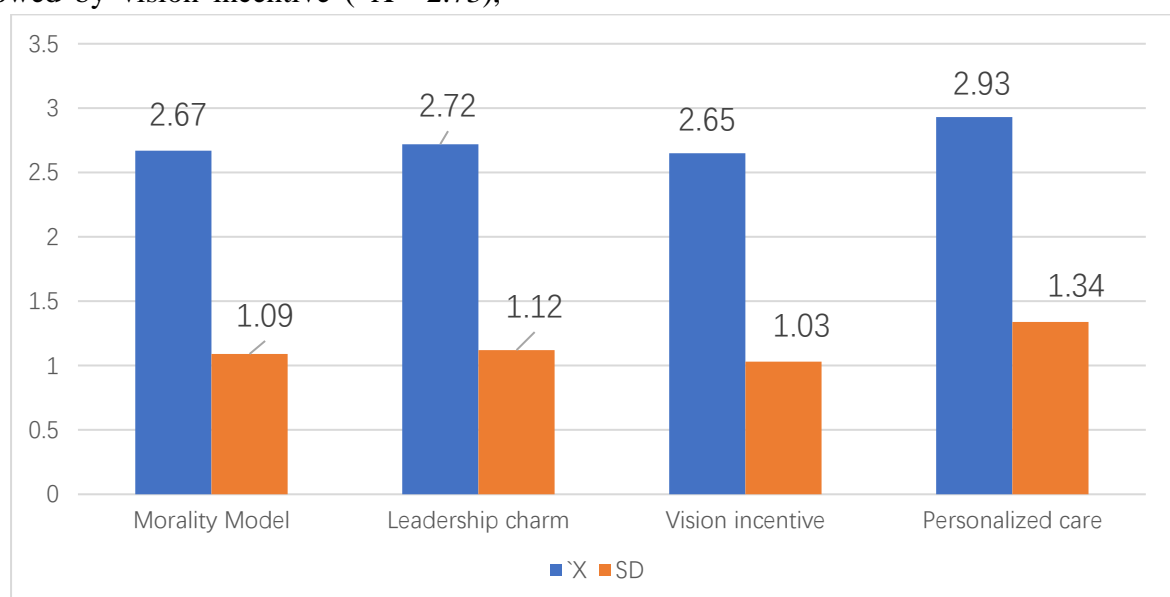


Figure 2 Schematic Diagram of Transformational Leadership Status of School Heads in Guangxi Private Universities

According to **Figure 2**, the transformational leadership status of department heads in private universities in Guangxi is shown in the figure. Among transformational leaders, the average Morality Model is 2.67, the average Leadership Chart is 2.72, the average Vision Initiative is 2.65, and the average Personalized Care is 2.93. Personalized care>Leadership charm>Morality Model>Vision incentive. The level of these four aspects is neither higher than 4.00 nor lower than 2.5, indicating that the transformational leadership level of department heads in private universities in Guangxi is at a medium level and still needs to be improved.

8. CONCLUSION AND DISCUSSION

8.1 Conclusion

The results of this study are summarized as follows:

Conclusion of the first research objective:

Based on 48 questions from four aspects of the questionnaire, 240 questionnaires were sent to 12 private universities in Guangxi, and 240 valid samples were collected. Through analysis, the development status of transformational leadership in private universities in Guangxi was determined. Firstly, Morality Model development is at a low level. Secondly, the development status of Leadership Chart is moderate. Third, the development of Vision initiative is at a medium level. Finally, the current development of Personalized Care is at a medium level. According to the analysis

results of the questionnaire, according to the 5-point system, the average value of the development status of Personalized Care is the highest, followed by the average value of the development status of Vision initiative, the third is the average value of the development status of Leadership Chart, and the fourth is the average value of the development status of Morality Model. In these four aspects, the development level of Personalized Care is higher than that of Vision initiative, Vision initiative is higher than that of Leadership chart, and Leadership chart is higher than that of Vision initiative. The relationship between them is Personalized Care Development Level>Vision Incentive Development Level>Leadership Chart Development Level>Morality Model Development Level.

Conclusion of the second research objective:

Extract the three items with the highest scores in the four aspects of the questionnaire, a total of 12 items, form a focus group questionnaire, organize focus groups, and evaluate the focus group questionnaire. After collecting focus group evaluations and conducting statistical analysis, it was found that the results of the previous questionnaire objectively reflected the current situation of transformational leadership in private universities in Guangxi.

Conclusion of the third research objective:

Develop a guide for promoting transformational leadership in private universities in Guangxi.

Extract the four highest scoring items from the four dimensions of the

questionnaire and conduct a comprehensive summary to extract the transformational leadership guide for private universities in Guangxi. The guide is divided into four guides, namely, Morality Model Improvement Guide, Leadership Chart Improvement Guide, Vision Incentive Improvement Guide, and Personalized Care Improvement Guide. Together, these four guidelines ultimately constitute a guide for promoting transformational leadership in private universities in Guangxi, as follows

The first is the morality model enhancing guideline, which includes 4 measures: 1) Strengthen the construction of leadership ethics, strengthen the education and training of leaders who are honest in performing their duties without seeking personal gain, to improve their awareness of integrity, self-discipline, and moral quality. 2) Improve the supervision mechanism, establish a strict supervision system, strengthen the supervision, review, and accountability of leadership behavior, and ensure that leaders do not seek self-interest within the scope of their responsibilities. 3) Strengthen the management and supervision of public resources in private schools, ensure that the use of public resources is characterized by fairness, impartiality, and openness, and safeguard public interests. 4) Establish and improve the reward and punishment mechanism, commend and reward leaders who are honest and selfless in performing their duties, punish and hold accountable leaders who violate integrity disciplines, and ensure that integrity and performing their duties become the internal pursuit of leaders.

The second is the leadership charm enhancing guideline which includes 4 measures: 1) Strengthen the ideological education of leading cadres, guide them to

establish a correct view of political achievements and leadership concepts, and stimulate their enthusiasm and motivation to serve the masses and make progress. 2) Implement a selection and appointment system, focusing on selecting leading cadres with genuine talent, practical learning, and ability to do things, and creating a loyal, clean, and responsible leadership team. 3) Strengthen the training and learning of leading cadres, improve their professional quality and ability level, help them master advanced management concepts and methods, and enhance their sense of responsibility and mission to the cause. 4) Implement an assessment and incentive mechanism, strengthen the assessment and supervision of leading cadres, take performance as the guidance, improve the sense of responsibility and mission of leaders, and encourage them to continuously exert their talents and abilities.

The third is the vision incentive enhancing guideline, which includes 4 measures: 1) Establish long-term development plans, formulate feasible goals and plans, and provide strong support and guarantee for the future development of universities. 2) Strengthen team building, create stable, efficient, and cohesive teams, attract outstanding talents to join, and provide strong support and motivation for the future development of universities. 3) Promote technological innovation, transformation and upgrading, introduce cutting-edge technology and knowledge, explore new business areas, and improve the core competitiveness and market competitiveness of universities. 4) Strengthen communication and cooperation with all sectors of society, actively carry out public welfare undertakings and social responsibility activities, and improve the

image and reputation of universities in society.

The fourth is the personalized care enhancing guideline, which includes 4 measures: 1) Provide necessary training and guidance to help subordinates understand the basic theories and methods of career planning, master the skills of self-evaluation and career exploration, and provide effective support and guidance for their career planning.2) Understand the personal characteristics and career needs of subordinates, listen to their opinions and suggestions, work with them to develop feasible career planning plans, and provide personalized support and guidance for their career development.3) Provide appropriate resources and opportunities to provide subordinates with a broader development space and platform, encourage them to participate in various academic seminars, technological innovation, and other activities, and improve their professional skills and competitiveness.4) Establish a good communication and feedback mechanism, maintain close contact and

8.2 Discussion

1.Discussion of Transformational Leadership

With the continuous development of society, change has become a challenge that every field needs to face. In this context, transformational leaders emerged as the times require. Bass, B. M.&Riggio, R. E. (2006) pointed out that transformational leadership refers to leaders who can promote change within an organization. They possess characteristics such as leadership, innovative thinking, courage, and self-awareness, which can effectively stimulate the potential within the organization and promote the organization to achieve long-term success.

communication with subordinates, timely understand their career development and needs, provide timely feedback and suggestions to subordinates, and help them adjust career planning plans to achieve career goals.

Conclusion of the fourth research objective:

Evaluation of the Guidelines for Enhancing Transformational Leadership in Private Universities in Guangxi.

Twelve experts were invited to evaluate the correctness and adaptability of the guidelines for empowering transformational leaders in Guangxi private universities. The evaluation results show that the guidelines for enhancing leadership in Guangxi private universities are correct, and the guidelines for enhancing leadership in Guangxi private universities are adaptive. Therefore, the guidelines for enhancing transformational leadership in private universities in Guangxi are successful.

To become a successful transformational leader, leadership is first required. Leadership includes influence, motivation, and goal orientation. Leaders should have a strong self-awareness ability, understand their strengths and weaknesses, and be able to set an example and become an example for their employees. At the same time, transformational leaders also need to have innovative thinking, constantly seek new solutions, and be able to encourage employees to come up with new ideas for the organization. In addition to leadership and innovative thinking, courage is also a necessary trait of transformational leadership. In the process of promoting organizational change, leaders need to bear certain risks, so they need to have firm beliefs

and decision-making abilities. At the same time, transformational leaders also need to possess a team spirit, encourage communication and collaboration among employees, and jointly achieve organizational goals.

2. Discussion of Morality Model

Exemplary conduct refers to an influential leadership style in which leaders influence and motivate subordinates through their own behaviors and qualities, and promote the inheritance and development of organizational culture and values. The theory of moral exemplary behavior originated from ancient Chinese Confucianism and is one of the core concepts in Confucian culture. In modern leadership, Zhou Libo and Li Fenghua (2011) are also widely used in organizational leadership and management practices. The core of moral excellence is the conduct and behavior of leaders. Leaders should have noble moral character, strong sense of responsibility, and dedication, and reflect these qualities in their words and deeds. Zhou Libo and Li Fenghua (2011) pointed out that leaders should be role models for employees, guide them in the right direction, and focus on cultivating the moral concepts and behavioral norms of their subordinates. In this way, leaders can establish a positive cultural atmosphere, improve the cohesion and centripetal force of the organization, and achieve long-term development and success of the organization. The practice of exemplary conduct requires leaders to have a high degree of self-demand and self-management ability. Leaders need to constantly reflect on their behaviors and qualities, and constantly revise and improve their leadership skills. At the same time, leaders also need to focus on cultivating employees' moral qualities and self-discipline

in their daily work, and guide them to establish a correct outlook on life and values.

3. Discussion of Leadership charm

Goleman (2000) believes that leadership charisma is one of the keys to leader success. Leaders with leadership charisma can stimulate the potential of employees, promote organizational development, and achieve long-term success of the organization. To enhance leadership charisma, one should start from the following aspects: first, leaders should have good communication skills. Leaders need to be good at listening, understand the needs and demands of employees, and be able to clearly express their intentions and requirements. Through effective communication, leaders can win the trust and respect of employees, establish good interpersonal relationships, and improve organizational collaboration efficiency. At the same time, leaders should also have emotional intelligence, be able to understand the emotional needs of employees, help employees solve emotional problems, and establish a healthy psychological environment. Secondly, leaders should have a firm decision-making ability. Leaders need to make correct decisions in different situations, and maintain strong beliefs and determination in the face of challenges and difficulties. The decision-making ability of leaders directly affects the development of organizations and the trust of employees. Therefore, leaders need to strengthen their thinking and analytical abilities and make more intelligent and decisive decisions. Finally, leaders should have an open mind and a learning attitude. Leaders need to constantly update their knowledge and skills, pay attention to market changes and industry trends, and improve their leadership skills. Leaders should encourage employees to continuously learn

and innovate, and provide new ideas and solutions for the organization.

4. Discussion of Vision incentive

Vision motivation can enable employees to feel the attention and support of the organization for themselves, while also stimulating their enthusiasm and promoting the common growth and development of individuals and organizations. To achieve vision motivation, leaders need to possess the following abilities and characteristics: First, leaders need to have clear and specific visions and goals, and be able to effectively communicate these visions and goals to employees. Secondly, leaders need to provide support and resources to employees in the process of achieving their vision and goals, and encourage them to realize their potential. Finally, leaders need to demonstrate a high level of confidence and leadership skills to win the trust and respect of employees, thereby making them more willing to work for the organization. In practice, vision motivation has been proven to be an effective management method. Cummings & Worley (2014) found that vision motivation can improve employee job satisfaction and loyalty, while also promoting organizational innovation and development. Senge (2006) found that vision motivation can improve employee performance, while also promoting the long-term development and success of an organization.

5. Discussion of Personalized care

Wang Shuzhen and Li Jiaxuan (2021) believe that personalized care is a way for leaders to focus on employees, pay attention to their individual differences, and provide personalized attention and support to employees to improve their satisfaction and work performance. Personalized care requires

leaders to understand the needs and preferences of employees, and provide tailored care and support to employees based on their characteristics and circumstances. This kind of care can include personal guidance, flexibility in work arrangements, and the provision of training opportunities. Personalized care can improve employees' job satisfaction and loyalty, enhance their sense of identity and belonging to the organization, and thereby improve the performance and competitiveness of the organization. At the same time, personalized care can also promote the personal growth and career development of employees, make them feel valued and supported, and thus more actively participate in the work. However, personalized care also requires leaders to pay attention to some issues in practice. First of all, leaders need to balance the needs of personalized care and organizational goals to avoid overly focusing on individual differences among employees that affect the overall performance of the organization. Secondly, personalized care also needs to follow the principles of fairness and impartiality to avoid preferential treatment or favoritism for certain employees.

9. RECOMMENDATIONS

Recommendations

1.Suggestions for transformational leadership.

According to Table 4.2 of the table in Chapter 4, the lowest average of the four options for transformational leadership is the first moral model. It can be seen that the current situation of exemplary development of moral model is at the lowest level. The importance of moral model lies in its being a moral code and code of conduct that can help people establish correct moral standards and

behavior patterns. It is a moral standard that people should follow in social interaction and life, reflecting people's pursuit and respect for moral qualities such as conscience, fairness, honesty, and courage. Therefore, private universities should work from the following two aspects: 1) Establish correct values: University leaders should set an example, establish correct values, and guide teachers and students to establish good moral concepts. Leaders should adhere to the principles of sincerity, tolerance, fairness, and honesty, strictly abide by professional ethics and codes of conduct, and establish an image of exemplary behavior; 2) Promoting the training of leading cadres: Universities should regularly carry out training for leading cadres, strengthen moral and ethical education and professional ethics education, and improve the quality and ability of leading cadres. The training content can cover knowledge about leadership ethics, professional ethics, and building a clean government. At the same time, experts and scholars can be invited to give lectures, conduct case studies, and discuss to improve the moral level and leadership ability of leading cadres.

2. Suggestions for Morality Model

According to Table 4.3 in Chapter 4, the lowest average value among the 12 options for morality model is the sixth item is "Do not take position of other's achievements", This indicates that interviewees are very concerned about their own achievements being encroached upon by leaders, and that leaders use the convenience of their positions to encroach on the achievements of their subordinates. This is an objective reality, but it is highly undesirable. The encroachment of subordinates' achievements by leaders is an unethical and unfair behavior that can cause great harm to the organization and employees. To eliminate this situation, the following four

aspects can be considered: 1) Establish a fair performance evaluation system. 2) Strengthen moral education for leaders 3) Establish a reporting mechanism to provide subordinates with a way to report unfair behaviors to their superiors. 4) Strengthen legal awareness, let leaders understand that encroaching on subordinates' achievements is an illegal act, and bear corresponding legal responsibilities.

3. Suggestions from Leadership Charm

According to Table 4.4 in Chapter 4, the lowest average of the 12 options in the leadership chart is the ninth item is "Actively communicate with subordinates, help them solve difficulties enthusiastically, and establish strong friendship in working", Communication is the link between superiors and subordinates. Adequate communication can improve the team's work efficiency and increase the team's cohesion and combat effectiveness. As a leader, in addition to concentrating on their own work, they should also pay attention to their subordinates. When they encounter difficulties, they should promptly lend a helping hand to solve their difficulties, so that they can have more time and energy to concentrate on their own work. To do a good job of communication, the following points need to be noted: 1) Establishing a mutual trust relationship is the foundation for good communication with subordinates. Leaders should understand their subordinates as much as possible, understand their needs and concerns, establish trust relationships and enhance mutual understanding by focusing on their work and life. 2) Listen to subordinates' opinions and suggestions, and let them feel respected and recognized. 3) Using multiple communication methods, leaders should flexibly use various communication methods, such as face-to-face communication, telephone, email, etc., and select appropriate communication methods

based on different situations and needs to ensure smooth communication.

4. Suggestions from Vision incentive

According to Table 4.5 in Chapter 4, the lowest average value of the 12 options for vision initiative is the second option is "Enable employees to understand the business philosophy and development goals of the department", The vision of the school is the direction of the future, which requires teachers to be clear and clear, so that everyone can work together towards the present and achieve faster. To achieve a clear understanding of the school's management philosophy and development goals for all teachers, work must be carried out from the following aspects: 1) Regularly organize teacher meetings and training to convey management concepts and development goals to teachers. During meetings and training, the school management can introduce the school's management philosophy and development goals to teachers, let them understand the school's development direction and goals, and also interact and communicate with teachers to listen to their suggestions and opinions. 2) Establish two-way communication channels to enable teachers to better understand the management philosophy and development goals of the school, and provide them with the opportunity to provide their own suggestions and opinions.3) Strengthen publicity and promotion to let more teachers understand the management philosophy and development goals of the school. The school management can publicize the school's management philosophy and development goals through various media, such as school newspaper, official website, WeChat official account.

5. Suggestions from Personalized care

According to Table 4.6 in Chapter 4, the lowest average value of the 12 options for Personalized care is the second option, this is "Willing to help employees solve life and family problems", It is a common understanding that leaders should relate to their subordinates, but many leaders' care only stays on the surface, without in-depth understanding of the true needs and internal requirements of employees, often ignoring the difficulties encountered by teachers' families. To achieve this, leaders need to work from the following aspects: 1) Listen to employees' feedback, and leaders can regularly communicate with employees to understand their needs and ideas through inquiry and listening, Discover the personalized needs of employees;2) Observe employees' behaviors, understand their habits and characteristics, and discover their personalized needs; 3) Understand the family situation of employees and master the situation of their family members, so as to discover the problems existing in their families; 3) Establish a good corporate culture, stimulate the enthusiasm and creativity of employees, and let them display their individuality and expertise in their work.

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