

The Existing Problems and Innovative Countermeasures of Administrative Management Team Construction in Higher Vocational Colleges: A Case Study of Weifang Nursing Vocational College

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ABSTRACT

This study aimed to explore the existing problems in the construction of the administrative management team in higher vocational colleges. The administrative management team is an important part of the management of colleges and universities. The level and skill of the administrative management team of higher vocational colleges influences not only the teaching quality and education level of higher vocational colleges, but also the students' overall quality and future employment. The study used a nursing vocational college as an example to discuss the problems existing in the construction of administrative management team in modern higher vocational colleges, and to suggest the appropriate creative countermeasures. A survey questionnaire was used to collect data from 103 administrative personnel from Weifang Vocational College of Nursing. The survey results showed that the higher vocational colleges' current administrative management team is now experiencing issues with management idea, professional ability, management system, remuneration and treatment, growth mechanisms, and other five elements. According to the survey results, higher vocational colleges should advocate the contemporary management concept, develop the professional capacity of the team, improve the management system, reform the wage system, and establish the growth mechanism in order to support the ongoing specialization and standardization of management team construction in higher vocational colleges.

KEYWORDS: Management Team, Management Concept, Management System

Introduction

With the rapid development of China's economy and society, the demand for professional talents is becoming more and more vigorous, which has promoted the rapid development of higher vocational education. Higher vocational education has been given more and more attention, and the teaching quality and teaching abilities of higher vocational colleges have attracted much attention from all walks of life. And because the administrative management team of higher vocational colleges is the core of teaching and management at these colleges, its construction is bound to be valued by all colleges and universities. However, influenced by the external environment and their own abilities, there are still many problems in the construction of the administrative management team in higher vocational colleges. It is mainly manifested in the backward management concept, lack of professional ability, imperfect management system, low salary, imperfect growth mechanism, and other problems that cannot adapt to the teaching development of higher vocational colleges. Therefore, it is necessary to investigate and study the construction of the administrative management team in higher vocational colleges through field investigation so as to fully understand the problems existing in the construction of the administrative management team in higher vocational colleges. To sum up, we have noticed the problems existing in the construction of the administrative management team in higher vocational colleges.

Research Objectives

1. To explore the main problems existing in the construction of the administrative management team in higher vocational colleges.
2. To discuss the main factors affecting the construction of an administrative team in higher vocational colleges and the relationship between these factors.
3. To discuss how to innovate the construction of the administrative management team in higher vocational colleges.

Literature review and Concepts

In order to better analyze and discuss these research problems and to build the theoretical basis for the construction of the administrative management team in higher vocational colleges. Therefore, the theories cited in this paper mainly include system management theory, incentive theory, and sustainable development theory.

Leadership is a combination of behaviors that inspire people to follow their leader wherever he or she goes. Harold Koontz (1988) believes that leadership is a kind of influence and that leadership is a process of influence, an art or process of influencing people's willingness and passion to make efforts to achieve organizational goals. Yang (2006) believes that leadership is the temperament permeated by the professionals themselves, while leadership is the right given by the outside world. At present, Chinese professionals are faced with the problem of building leadership. Leadership is the sum of a leader's individual qualities, thinking mode, practical experience, and leadership methods, which affect the individual psychological characteristics and behaviors that affect the effect of specific leadership activities. Leadership is the core of a leader's qualities.

Application of System Management Theory is the holistic view, which treats the object as a whole. Kast (1985) believes that an organization is a system composed of many interdependent elements. The local optimization is not equal to the overall optimization. The job of managers is to

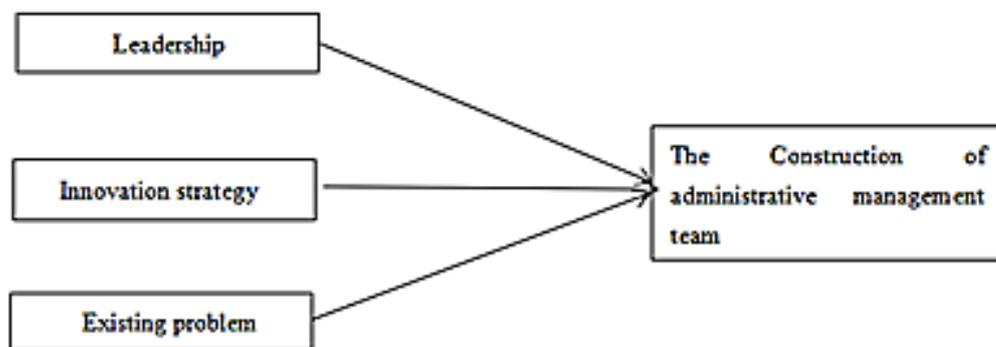
ensure that all parts of the organization can be coordinated and organically integrated so as to achieve the overall goal of the organization. Managers need to maintain the dynamic balance and relative stability between the elements and maintain a certain degree of continuity in order to adapt to the changes in the situation and achieve the expected goals.

Incentive theory refers to the theory of studying how to mobilize people's enthusiasm. It believes that work efficiency and labor efficiency are directly related to the work attitude of the workers, and the work attitude depends on the degree of satisfying the needs and the incentive factors. The incentive theory has evolved over a long period of time. The hierarchy of needs theory He arranged people's needs from low to high, successively, as follows: physiological needs, safety needs, social needs, respect needs, cognitive needs, aesthetic needs, and self-actualization needs. (Maslow, 1970) According to the two-factor theory, people's satisfaction and dissatisfaction with work are caused by two different factors: motivation and health care factors: lower levels of demand, such as salary, working conditions, interpersonal relationships, etc... Motivators: higher-level needs and more spiritual satisfaction, such as achievement, recognition, responsibility, and progress. Herzberg (1959) believes that managers should first eliminate unsatisfactory factors and ensure that working conditions, compensation, and management systems are reasonable. On this basis, we will create some opportunities for employees to play to their personal strengths so that employees can obtain achievements, enjoy a sense of achievement, and realize self-growth, so as to motivate employees. The expectation theory holds that the motivation for people to take an action depends on their value evaluation of the result of the action and their estimation of the likelihood of achieving the result. In other words, the magnitude of the incentive depends on the full expected value of the action that can achieve the goal and lead to a result, multiplied by the expected probability that he thinks will achieve the goal and achieve a result. It can be expressed as the formula: the theory can be expressed as the formula: $\text{incentive force} = \text{expected value} * \text{valence}$ (Vroom, 1964). Incentive is mainly divided into external incentives and internal incentives in form. External incentive is mainly reflected in the material, which is the result of the organization's directly directing rewards and punishments. It is implemented through rules and regulations, various regulations, assessment and evaluation, reward and punishment measures, and other means, which are highly mandatory. In contrast, internal motivation focuses more on spiritual encouragement and on giving employees a sense of achievement and satisfaction. But the final form of its rewards and punishments is still reflected in material things. The ultimate goal of internal motivation is to influence employees' psychology and enhance their sense of belonging by constantly providing both material and spiritual motivation. From the perspective of the effect time, the external incentive is faster than the internal incentive, and even though the external incentive has the immediate effect, the internal incentive can affect the hearts of employees for a long time, and the effect lasts for a long time. And from the analysis of people's needs psychology, people in the minimum survival guarantee will gradually occupy a more important needs position.

The theory of sustainable development was first applied to ecological environment protection, which means that it can both meet people's immediate interests and meet the needs of long-term development. Later, the theory of sustainable development was introduced into management science. The improvement of the quality of the labor force is the key factor in economic takeoff, and higher vocational education should devote itself to the innovation and development of the workers' skills. From the development of higher vocational education itself, the quality and quality of higher vocational teachers are particularly critical. We must change the stale education mode to one of ability education, innovation education, and comprehensive quality

education. The application strategy of sustainable development theory in the management of higher vocational teachers based on the development strategy of sustainable development theory is to update the concept of teachers and establish a new teacher management mode. Schools should set up the concept of " people-oriented" , establish effective incentive mechanisms, and cultivate the concept of teacher competition. Secondly, the structure of teachers should be adjusted to optimize the allocation of resources. Thirdly, we should create a talent-training environment and improve the comprehensive quality of teachers.

Conceptual Framework



Research Methodology

This study was conducted using a combination of qualitative and quantitative methods. A questionnaire survey of 103 administrative team members of Weifang Vocational College of Nursing was conducted from February 13, 2023, to February 2, 2023. And performed a statistical analysis of the questionnaire. Participants were asked to fill out all their personal information to obtain the general demographic information.

Population and Sample

Questionnaire survey: A questionnaire survey was randomly conducted on 130 staff members of Weifang Nursing Vocational College, and 103 valid questionnaires were obtained, among which 64 people were male, accounting for 62.14% . There were 39 women, accounting for 37.86% ; the age distribution ratio is 8 people under 25 years old, accounting for 7.77% . 24 people were aged between 25 and 35 years,

accounting for 23.30% . 51 people aged 35–45 years, accounting for 49.51% , 20 people were over 45 years old, accounting for 19.42% .

Income distribution is: 6 people with less than 4,000-yuan, accounting for 5.83% . 35 people from 4000 yuan to 6000 yuan, accounting for 33.98% . 6000–8000 yuan for 48 people, accounting for 46.60% . 14 people had more than 8,000 yuan, accounting for 13.59% .

Post distribution: 35 people were engaged in teaching management, accounting for 33.98% . 14 people are engaged in teacher management, accounting for 13.59% of all faculty. 38 people are engaged in student management, accounting for 36.89% of the total. 16 people engaged in other comprehensive management accounting for 15.53% .

From the above data, the object of investigation is representative.

In this study, the self-designed administrative personnel of Weifang Nursing

Vocational College were used to investigate the problems and influencing factors in the construction of the administrative management team, and an interview outline was prepared. Through the literature review, relevant questions were prepared, including: (1) the severity of problems existing in the management team of the college in terms of management philosophy, management system, management mechanism, salary incentive, and growth space at the present stage; (2) Factors affecting the construction of the administrative management team; (3) The relationship between the factors affecting the construction of the administrative management team; (4) The purpose is to draw conclusions and put forward innovative methods through analysis.

Data Analysis

All the data are counted and summarized based on the data and data obtained in the questionnaire by a Likert five-level scale, from 1 to 5, from low to high: 1 point disagree, 2 point disagree, 3 point agree on average, 4 point agree, and 5 point agree.

Results

The seriousness of the problems in the construction of the administrative management team.

1. Table 1-1 shows that the total score of the management concept of the administrative team of Weifang Nursing Vocational College was 304, and the average score was 2.95. The total score of the problems in the administrative management team management system of Weifang Nursing Vocational College was 321 points, and the average score was 3.12 points. The total score of the problems in the administrative management team management mechanism of Weifang Nursing Vocational College was 328 points, with an average score of 3.18 points. The total score

of the salary incentive problem was 423, and the average score was 4.11. The total score of the problems in the administrative team of Weifang Nursing Vocational College was 102, and the average score was 3.83.

Therefore, it can be inferred that the administrative staff of Weifang Nursing Vocational College believes that the five problems in the construction of the administrative management team of the college can be divided into: salary system, growth space, control mechanism, management system, and management concept.

In view of the severity analysis of the problem, this paper focuses on the analysis of the salary system and the growth space.

Through Table 1-2, it is known that the 8 employees who are 25 years old have all chosen 5 points, and they think that the problem of salary incentives is very serious. The 24 employees, aged 25–35, had a total score of 115 and an average score of 4.79. These two parts are young administrators at the college. They believe that the biggest problem in the construction of the management team of the college is the low salary level and unreasonable distribution, which cannot play the role of motivating administrators.

Table 1-3 shows that 5 points are selected for all the income below 4000 yuan, which indicates that the problem of compensation incentives is very serious. The 35 employees earning 4,000–6,000 yuan also chose 5 points. These two parts are young administrative staff of the college or employees with low professional titles. They believe that the biggest problem in the construction of the management team of the college is that the salary level is low, which does not match their own jobs.

Table 1-4 shows that the average score of administrators engaged in student management is 4.73 points, which indicates

that the problem of salary incentives is very serious. Engaged in the management of administrative management personnel is divided into 4.28 points, the two parts for the college directly engaged in teaching task management and teachers' management of administrative personnel. They think that the biggest problem existing in the college management team construction is low engagement in the work task, longer work hours, more responsibility, and, compared with the teaching management, a lower salary level, making it difficult to have an incentive effect.

The results of Table 1-5 show that the average score of 24 employees aged 25–35 is 4.92, which indicates that the growth in college is limited and that this problem is more serious. The 51 employees aged 35–45 ranked second with an average score of 3.96. These two parts of the administration are young administrators of the college. They think they are still young and need a platform and opportunities to grow up, and they are eager to get continuous ability and quality improvement in college. Therefore, they believe that the growth space is also very important and that there are many problems with the personal growth of the administrative staff in the current administrative team.

The results of Table 1-6 show that the income was the highest average score of 6000-8000 yuan, reaching 4.71 points, followed by employees with 4000-6000 yuan, with an average score of 3.83 points. These

two parts are usually the backbone of the administrative staff at the college. They are in the prime of their lives and have certain management experiences and certain management positions. They believe that the biggest problem in the construction of the management team of the college is the limited personal growth space.

Table 1-7 shows that administrative personnel engaged in teaching management averaged 4.54 points, while those engaged in student management administration were divided into 4.08 points. The two parts for the college directly engaged in teaching task management and teacher team management of administrative personnel are that they think the task is the heaviest college administrative task, the longest working time, and the biggest responsibility. Your own personal growth should be even bigger.

In addition, it can be seen that there are some problems in the management mechanism, management system, and management concept in the construction of the administrative management team of the college.

From the above results, we will discuss what the answer to the first research question should be: the Weifang Nursing and Vocational College administrative management team construction, salary system, growth space, control mechanism, management system, and management idea are certain problems, but the salary system and growth space are the two main problems.

Table 1.1 The score table of problems in administrative team of Weifang Nursing Vocational College

| | Number of people | Fraction | Overall number of people | Gross score | Average score |
|------------------------|------------------|----------|------------------|----------|------------------|----------|------------------|----------|------------------|----------|--------------------------|-------------|---------------|
| Management philosophy | 2 | 2 | 45 | 90 | 25 | 75 | 18 | 72 | 13 | 65 | 103 | 304 | 2.95 |
| Management system | 9 | 9 | 34 | 68 | 19 | 57 | 18 | 72 | 23 | 115 | 103 | 321 | 3.12 |
| Management mechanism | 4 | 4 | 24 | 48 | 35 | 105 | 29 | 116 | 11 | 55 | 103 | 328 | 3.18 |
| Compensation incentive | 1 | 1 | 8 | 16 | 11 | 33 | 42 | 168 | 41 | 205 | 103 | 423 | 4.11 |
| Growth space | 3 | 3 | 11 | 22 | 18 | 54 | 42 | 168 | 31 | 155 | 105 | 402 | 3.83 |

Table 2.1 The questionnaire of "Salary incentive" according to age characteristics

| Age | Under 25 | 25-35 Years old | 35-45 Years old | Over 45 years old |
|-------------------|----------|-----------------|-----------------|-------------------|
| The average score | 5 | 4.79 | 3.43 | 4.65 |

Table 3.1 The questionnaire of "Salary incentive" according to income characteristics

| Income | Below 4,000 yuan | 4000-6000 yuan | 6000-8000 yuan | More Than RMB 8,000 yuan |
|-------------------|------------------|----------------|----------------|--------------------------|
| The average score | 5 | 5 | 3.83 | 2.42 |

Table 4.1 The score table of "Salary incentive" In Weifang Questionnaire of Nursing Vocational College According to Job Characteristics

| Post | Teaching Management | Teacher Management | Student Management | Integrated Management |
|-------------------|---------------------|--------------------|--------------------|-----------------------|
| The average score | 3.46 | 4.28 | 4.73 | 3.86 |

Table 5.1 The score table of "Growth space" in Weifang Nursing Vocational College

| Age | Under 25 | 25-35 Years old | 35-45 Years old | Over 45 years old |
|-------------------|----------|-----------------|-----------------|-------------------|
| The average score | 3.86 | 4.92 | 3.96 | 3.6 |

Table 6.1 The score table of "Growth Space" according to income characteristics

| Income | Below 4,000 yuan | 4000-6000 yuan | 6000-8000 yuan | More than RMB 8,000 yuan |
|-------------------|------------------|----------------|----------------|--------------------------|
| The average score | 3.67 | 3.83 | 4.71 | 2.93 |

Table 7.1 The score table of "Growth Space" in Weifang questionnaire of Nursing Vocational College according to post characteristics

| Post | Teaching management | Teacher management | Student management | Integrated management |
|-------------------|---------------------|--------------------|--------------------|-----------------------|
| The average score | 4.54 | 3.21 | 4.08 | 4 |

Factors affecting the construction of the administrative management team

2. Table 2 shows that the total score of the important management concept for the construction of the administrative management team is 3 2 0 points, and the average score is 3.1 1 points. The total score for the importance of the management system to the construction of the administrative team is 3 3 0, and the average score is 3.2 0. It is considered that the total score of the management mechanism for the construction of the administrative management team is 303, with an average score of 2.94. The total score for the importance of salary incentives to the construction of the administrative team was 435, and the average score is 4.22. The total score for the importance of growth space to the construction of the administrative team was 417, with an average score of 4.05.

Therefore, it can be inferred that the administrative staff of Weifang Nursing Vocational College believes that the two most important factors affecting the construction of the administrative management team in higher vocational colleges are the salary incentive and growth space.

In addition, it can be seen that the management system, management concept, and management mechanism also affect the construction of the administrative management team in higher vocational colleges.

From the above results, the answer to the second question we want to discuss is that the five factors affecting the construction of the administrative management team of higher vocational colleges are ranked by their influence degree: salary incentive, growth space, management system, management concept, and management mechanism.

Table 2 The score table of the influencing factors affecting the administrative management team construction of Weifang Nursing Vocational College

| | Number of people | Fraction | Overall number of people | Gross score | Average score |
|------------------------|------------------|----------|------------------|----------|------------------|----------|------------------|----------|------------------|----------|--------------------------|-------------|---------------|
| Management philosophy | 4 | 4 | 36 | 72 | 23 | 69 | 25 | 100 | 15 | 75 | 103 | 320 | 3.11 |
| Management system | 6 | 6 | 28 | 56 | 29 | 87 | 19 | 76 | 21 | 105 | 103 | 330 | 3.20 |
| Management mechanism | 4 | 4 | 35 | 70 | 35 | 105 | 21 | 84 | 8 | 40 | 103 | 303 | 2.94 |
| Compensation incentive | 0 | 0 | 5 | 10 | 15 | 45 | 35 | 140 | 48 | 240 | 103 | 435 | 4.22 |
| Growth space | 1 | 1 | 8 | 16 | 18 | 54 | 34 | 136 | 42 | 210 | 103 | 417 | 4.05 |

The relationship between the factors affecting the construction of the administrative management team

3. As can be seen from Table 3 , the administrative personnel of Weifang Nursing Vocational College believe that the correlation degree between salary incentive and management concept is 452, that between it and management system is 448 , that between it and management mechanism is 412, and that between it and growth space is 438 , which is the highest correlation degree among all factors. Secondly, the degree of correlation between growth space and control system is 389 , and the degree of correlation between management theory and management mechanism is 356.

Therefore, it can be inferred that the salary incentive plays an important role in the management concept, management system, management mechanism, and growth space and has the highest relationship with these four factors. In higher vocational colleges, the salary system of the administrative management team is the foundation, and the management concept, management system,

management mechanism, and growth space determine the design, formulation, and implementation of the salary system of colleges and universities. On the other hand, the salary system in turn affects the management concept, management system, management mechanism, and growth space.

In addition, it can be further seen that the importance of management concepts and management systems for the construction of an administrative team in higher vocational colleges Only with an advanced management concept and a perfect management system can higher vocational colleges ensure the smooth implementation of the other three factors.

From the above results, the five factors affecting the construction of the administrative management team of higher vocational colleges have different degrees of correlation, which influence and interact with each other. However, the salary system, management concept, and management system have the highest correlation with other factors.

Table 3 Statistical results of the correlation questionnaire of influencing factors of administrative team construction of Weifang Nursing Vocational College

| | Management philosophy | Management system | Management mechanism | Compensation incentive | Growth space |
|------------------------|------------------------------|--------------------------|-----------------------------|-------------------------------|---------------------|
| Management philosophy | - | 321 | 356 | 452 | 406 |
| Management system | 321 | - | 289 | 448 | 389 |
| Management mechanism | 356 | 289 | - | 412 | 215 |
| Compensation incentive | 452 | 448 | 412 | - | 438 |
| Growth space | 406 | 389 | 215 | 438 | - |

To sum up, we get the following answers: The construction of the administrative management team in higher vocational colleges is a comprehensive

system engineering effort involving the management concept, management system, salary system, growth space, and system implementation work. These five factors

influence and interact with each other. Among the five factors, the salary system and the growth space play the most important roles

Conclusion and Discussion

This paper discusses in depth the construction of an administrative management team in higher vocational colleges. Finally, the study is summarized, and targeted and innovative countermeasures are formulated.

(1) This study draws the following conclusions about the problems existing in the construction of an administrative management team in higher vocational colleges and universities: One is the main problem of the administrative team construction in higher vocational colleges: the salary system and growth space. The second is the management idea, management system, and management mechanism, all of which have certain problems. The conclusion can be given to higher vocational colleges for the administrative management team using system theory and the construction of salary system reform as the core of team construction optimization measures to provide a reference basis.

(2) The following conclusions are obtained from the analysis of the factors affecting the construction of the administrative management team in higher vocational colleges: First, the main factors affecting the construction of the administrative management team in higher vocational colleges are the salary incentive and growth space; the other is that the management concept, management system, and management mechanism also have certain influences. This conclusion can serve as a reference basis for higher vocational colleges to formulate a scientific and

reasonable salary system and build a growth platform for teachers and staff to make future decisions and decisions based on the incentive theory.

(3) This study draws the following conclusions based on the degree of correlation between the factors affecting the construction of the administrative management team in higher vocational colleges: One is how the five factors influence each other through interaction; the second is how salary incentive, growth space, and other factors have the highest correlation; this conclusion can give higher vocational colleges, out of the perspective of sustainable development, the confidence to establish salary incentive and growth space as the leading administrative planning reference for future decisions.

Innovative Countermeasures

(1) Establish a salary system suitable for higher vocational colleges.

The salary management system suitable for high vocational schools mainly consists of three parts: salary, bonus, and welfare, among which the salary should account for the largest proportion. The salary level is mainly influenced by the knowledge, ability, and responsibilities of the managers, the short-term performance of universities, and the short-term performance of individuals. In order to reflect the principle of "excellent labor and excellent remuneration", the salary should be composed of the fixed salary and the floating salary, of which the floating salary accounts for a large proportion. The bonus consists of a year-end bonus and a special bonus, and its amount is mainly determined by the contribution of the managers to the university, the medium-term performance of the university, and other factors. If university administrators are

competent in the year-end assessment, they can get a year-end bonus. If university administrators are competent in the year-end assessment or make special contributions to the management of universities, the amount of the special bonus should be greater than the amount of the year-end bonus to encourage university administrators to carry out their work creatively. Welfare is mainly divided into two parts: state welfare and school welfare. Its welfare level is mainly influenced by its age, length of service, and contribution to colleges and universities. Different colleges and universities have different educational characteristics and different development strategies, which should also have different welfare contents and different welfare levels.

(2) Improve the career development plan of the administrative management team personnel.

When the staff enters each team and becomes a member of it, they form an inseparable relationship with the team. Team members to perform the tasks assigned by the team, team design team members daily work, and development planning, so the team in the task setting and issuing should be around the team at this stage, and after a staged work target, planned, purposeful work allocation, is conducive to the continuity of work and prospective. At the same time, because the team shoulders the growth planning of team members, it pays attention to timely communication with team members and timely understanding of personal growth intentions. At the same time, the overall development plan of the team is transmitted to each team member so that both sides can take care of each other in the corresponding planning to achieve a win-win goal. In order to further enhance the vision of employees for further study, the team can pay attention to creating a learning atmosphere through team teaching and research and stimulate members to have the desire for spontaneous learning. In

the allocation of work tasks, appropriate consideration should be given to reducing the workload of members undergoing on-the-job study as an incentive to encourage employees to actively further their own study. This not only helps to improve the humanization of the management style but also lays the foundation for the long-term development of the team. Training should be conducted to continuously improve the pursuit of the career of the teaching staff.

(3) Improve the system of administrative management team construction in colleges and universities.

The construction of the administrative management team is the guarantee for the team to perform the management and assessment responsibilities of the team members. The construction of a team system in colleges and universities is imperative. In order to do a good job in the system construction and ensure the effectiveness of its future implementation, the school level and the human resources department should act as the guidance and supervision layer of this work. First of all, it should be established by the school according to the requirements of the team qualification of the public for the record, then from the school level to develop the team management system outline and allow the team not to change the relevant regulations, according to the professional nature of the team and the actual situation of the team, suitable for the team construction management team management system. Secondly, all the faculty and staff of the school must allocate a certain team according to the nature of the work and the business scope, participate in the team work, calculate the workload of the team, and accept the team assessment. Third, the department in charge and the human resources department supervise the management and work operations of each team. The human resources department has the right to hold

accountable the relevant team leaders and even the department leaders for problems such as unclear division of labor, uneven division, ineffective management, and slow work in the team. The effective implementation of the team system requires an excellent team leader to lead the implementation. In addition, the success of the team's strategy largely depends on the plan and organization of the team leader. Although it is a shortcut to select a team leader, in the fierce market competition, the relative lack of talents cannot meet the needs of the organization for recruitment. Therefore, organizations must strive to take a systematic approach to identify and develop high-potential candidates suitable for current and future key positions. It is one of the methods to ensure the normal operation of the team to conduct management and business knowledge training for the current leader to strengthen management and business knowledge learning. Through the training, the team leader realized that the individual has the responsibility to make strategic plans for the development of the team. Be able to clearly put forward the current work objectives and an effective implementation plan, the short-term work objectives and an implementation plan, as well as the long-term work direction.

(4) Optimize the professional construction mechanism of the administrative team in universities.

To strengthen the professional construction of the administrative management team, we must first strengthen the construction of professional spirit. The core quality of specialization is professionalism. We should strengthen professional ethics education and firmly establish a sense of service. Through learning, the correct understanding of the extreme

importance of cultivating high-quality innovative talents, setting up a strong dedication and sense of responsibility, aligning their job closely with the development of the school, and giving full play to their role in teaching management, they cogently accomplish " management education" , " service" , meet the changing higher education situation, and meet the needs of the rapid development of colleges and universities. Secondly, we should strengthen the professional research of administrative management. Administrative personnel are not only general service personnel but also both teaching administrators and educational teaching researchers. The management and research work of administrative personnel should have a place in colleges and universities. Management is not only a science but also an art. Managers need to study teaching management deeply, communicate with front-line teachers and students, and improve the management level and teaching quality. It is necessary to actively advocate education and teaching research among administrative personnel, create conditions to encourage teaching and teaching management personnel to conduct scientific research, and implement scientific research incentive mechanisms for them so as to continuously improve the management level of administrative personnel and continuously enhance the professional level of administrative management work.

Finally, we should improve the professional skills of administrative management. The administrative management team should have a certain level of professional consciousness and a sense of professional belonging. To improve the professional ability of management. Professional ability includes professional knowledge and professional skills. We should

keep up with the trend of teaching reform, combine the current situation of the team, adopt a variety of methods, both expert lectures and skill training, and go out for communication, constantly broaden our vision, enrich the teaching management knowledge, and improve the professional degree of administrative management.

Defects and Prospects

This study has certain deficiencies. Although this paper analyzes the administrative team construction of higher vocational colleges, deeply analyzes the current administration of higher vocational colleges, and puts forward innovative countermeasures, for China's higher vocational colleges, the administrative team construction provides certain aspects of countermeasures, but due to geographical

restrictions and college teachers, only 103 teachers were selected as a research object, the research number is not strong, the representativeness is not strong, the questionnaire design is relatively simple, the problem design has larger deficiencies, and at the same time, we can only conduct level research; further studies could not be performed.

The sample size can be increased, and the sample's representativeness can be improved in the future. To improve the universality of the study conclusions, an online questionnaire can be used to collect data on the administrative team construction factors of various vocational colleges. At the same time, problems in the questionnaire design can be closely combined with The Times to make the problems more representative.

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