Administrative Competency Development for Deans of Jiaying University at Meizhou City, under Guangdong Province

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ABSTRACT

The objectives of this study were to develop a competency model for the dean of Jiaying University and to propose guidelines for improving the administrative competency for the dean. The study was a mixed methods study.The instruments used for data collection were semi-structured interviews, questionnaires, and focus group discussions. The data were analyzed and validated using Exploratory Factor Analysis (EFA) with mean and standard deviation and Confirmatory Factor Analysis (CFA). The results of the study showed that 1) the executive competency model for the dean of Jiaying University consisted of 4 main variables, 12 sub-variables, and 66 items. There were 4 main variables including leadership awareness, functional competency, communication competency, and behavior. 2) The focus group discussions yielded 29 guidelines for improving the administrative competency of the dean of Jiaying University, including 4 guidelines for leadership awareness development, 6 guidelines for functional competency development, 16 guidelines for communication competency development, and 3 guidelines for behavioral development.

KEYWORDS: Administrative competency development, Dean, Jiaying university, Guangdong Province

Introduction

With the rapid development of China's economy, China's higher education was becoming more and more popular and popular, and the disciplines of universities were becoming more and more extensive and detailed, and many super universities had emerged. In 2010, China promulgated the National Medium and Long-term Education Reform and Development Outline (2010-2020), which proposed to improve the quality of higher education and talent cultivation; to improve the level of scientific research and enhance the social service capability of universities; and to avoid the homogeneity of universities. They should be able to avoid homogeneous school running and optimize the operation mechanism of schools.

The 21st century is the era of information development. As the scale of higher education in China continues to expand, so does the scale of development of universities. It is based on the current development of Chinese universities that the importance of university management is highlighted. Due to the diversified

development of Chinese universities and the differentiated development of university management at present, it is necessary to further improve the administrative management of universities because it is more difficult for university administrators to communicate with teachers and students and the management of universities is more complicated.

The contemporary university governance system in China was established based on the Western university model, which generally adopts the college system of governance. The college system can effectively assume the management functions of departments and majors in the three-tier management system of school-department-professional that was in place before the 1990s in China. It plays the leading role of academics in the management platform, and promotes the crossover, penetration and integration between disciplines and majors, realizes the optimal combination of disciplines, promotes the construction and development of key disciplines and majors, and completes the construction and coordinated development of disciplinary clusters.

The power system of Chinese colleges and universities mainly includes four types of power: 1) political power under the leadership of the Party Committee (Party General Branch), 2) administrative power under the responsibility of the dean, 3) academic power represented by professors, and 4) democratic supervision power with the participation of staff and student representatives. In the vertical structure, each power body is responsible to the relevant power organization at the higher level, and horizontally, each power body within the college should check and coordinate with each other to maintain the healthy operation of the college. In terms of the exercise of administrative power, the dean is the main administrative head of the college. The dean must properly and actively deal with various relationships inside and outside the college, safeguard the collective interests of faculty and students, and ensure the healthy development of the college's business. The dean of the college is one of the key factors in achieving the goals of educational management, and the decision making, quality, and efficiency of the dean have a significant impact on the development of the school and the college.

Currently, the literature on creating a dean competency model or developing executive competencies for deans is sparse or unsystematic and inadequate. It is worthwhile to examine which key competencies are appropriate for deans, which key dean competencies are currently lack, and how these key competencies should be developed. As a faculty member at Jiaying University, Researcher interested in this research for a good instrument for the administrators of Jiaying University, especially for the deans of the school. It can identify which competencies they already have and which ones they need to improve and develop, and it can also be a great benefit to the university college administration.

Purposes

The objectives of this study were to develop a competency model for the deans of Jiaying University and to propose guidelines for improving the administrative competency for the dean. There are 3 research purposes: (1) To explore the competencies for deans at Jiaying university; (2) To develop the competencies model for deans at Jiaying university, and (3) To propose guidelines for improving the administrative competencies of deans at Jiaying university in Meizhou city

under Guangdong Province, the People's Republic of China.

Benefit of Research

This research has the following benefits: (1) Help university deans determine where they stand in terms of competency and what they need to improve to enhance their competency; (2) Assist universities in achieving scientific management; (3) It provides the basis for management training in universities.

Research Process

This research used mixed research methods and included the following steps:

Step 1: A literature review and semi-structured interviews with 5 key informants were conducted to determine the expected competency factors of the dean.

Step 2: Distribute questionnaires, a minimum sample size of 368， conduct data analysis and validation, and develop a dean's administrative competency model.

Step 3: Establish focus group discussions by purposive sampling of 9 experts in educational administration to propose a dean's competency development guidelines.

Population and Sample

The population and samples for each phase are as follows:

Phase 1: This phase consists of two parts. (1) documents related to administrative competencies (from textbooks, relevant research, and research articles); and (2) five key informants from the educational administration who have at least 20 years of administrative experience.

Phase 2: The target population for this phase of the questionnaire survey was a total of 1,436 faculty members and administrators at Jiaying University. The minimum sample size was determined to be 368 using proportional stratified sampling technique.

Phase 3: The sample for this phase was educational administrative specialists. A purposive sample of nine educational administrative specialists with at least 15 years of work experience was conducted.

Instruments

The research used the following Instruments:

(1) Interviews in semi-structure

(2) Questionnaire

(3) Focus group

Data analysis

This research adopts qualitative research methods and quantitative research methods, and the steps of data analysis are as follows:

Phase 1: Content analysis of data collected from the literature and receipts collected from semi-structured interviews with 5 key informants.

Phase 2: Use the results form the first phase of the study. The data were analyzed and validated using Exploratory Factor Analysis (EFA) with mean and standard deviation and Confirmatory Factor Analysis (CFA).

Phase 3: The educational administrative experts set up focus group discussions to discuss the results of the second phase of the study. Data collected by researchers and discussed by overall experts.

Data Analysis Results

Stage 1

The researcher was informed by the following literature. Viphoouparakhot, V. (2024). Walaiporn (2021), Rao Yuting, Vorachai Viphoouparakhot, Nitwadee Jirarotephinyo (2023)Nebraska (2021), Yin(2020), Ju & Ling(2020), Phichamol (2019), Xu& Tian(2018), David &

Robbin(2018), Simon(2015), Somsak (2015), Adéle (2013), Ingrid (2011), Smith& Wolverton (2010), Wei& Hong(2010), Boyatzis(2008), Jones (2008), Gu (2007), Wallin (2006), Naquin & Holton (2006), Townsend (1997) .A summary of the literature identified 4 main variables and 12 sub-variables, including.

1. Awareness of leadership, including the following indicators:

(1) Development Awareness

(2) Thinking Awareness

(3) Action Awareness

2. Functional Competency, including the following indicators:

(1) Organizational Planning Competency

(2) Functional Management

(3) Style

3. Communication Competency, including the following indicators.

(1) Knowledge Reserve

(2) Communication Technology

(3) Interpersonal Communication Competency

4. Behavior, including the following indicators:

(1) Moral and Quality

(2) Personality Charisma

(3) Treating Subordinates

Using the variables collected in the literature, the researcher developed a conceptual framework and conducted semi-structured interviews with 5 key informants, who have more than 20 years of administrative experience at Jiaying University. The results of the interviews were found to be consistent with the results obtained from the researcher's literature review.

Stage 2

1. The researcher used the results of the first phase of the study to design a questionnaire with a total of 110 questions. The validity of the questionnaire was checked by five experts, and 66 items scored above 0.60. So, these 66 questions are valid for the next step of the study.

2. Reliability testing was performed before the questionnaire was officially distributed. The internal consistency of the questionnaire was examined by testing the reliability of each part of the scale. Cronbach's alphas were 0.955, 0.942, 0.961, and 0.931, all above 0.7. This directly confirms that the internal consistency of the questionnaire is relatively high and therefore can be used as an appropriate research instrument for this study.

3. By analyzing the date using descriptive statistical analysis, the arithmetic means of the 12 sub-variables were 3.450, 3.227, 3.255, 3.708, 3.547, 3.561, 3.444, 3.454, 3.757, 3.554, 3.724, and 3.617. This indicates that these 12 sub-variables have a moderate or high level on dean's administrative competency.

The values of standard deviation ranged from 0.912 to 1.391, indicating that the data distribution was relatively concentrated and suitable for factor analysis.

It is usually considered that when the absolute value of skewness is less than 3 and the absolute value of kurtosis is less than 7, it indicates that the sample basically conforms to the normal distribution.

The skewness values of this study ranged from -0.832 to 0.047, and the kurtosis values ranged from 0.021 to 1.027, so it can be considered that the large sample survey data of each measurement question in this study basically met the critical value requirement.

4. Exploratory Factor Analysis. When using factor analysis for validity analysis, the first step is to determine whether the conditions for factor analysis are met. Generally, two conditions need to be met: one is that the KMO value needs to be greater than 0.7; the other is that the significance of Bartlett's sphericity test is less than 0.05. If these two conditions are met, it means that there is a strong correlation between the observed variables, which is suitable for factor analysis.The KMO values for the four

main variables in this study are 0.923, 0.923, 0.941, and 0.915, significantly greater than the standard 0.70, and all significance sig values are 0.000, thus demonstrating the correlation between the variables. Table 1-4 shows the validity analysis results by SPSS.

Table1 Results of the validity analysis of leadership awareness

Variables	Title item	Ingredients		
		1	2	3
Development Awareness	DA1	0.793	0.242	0.232
	DA2	0.749	0.241	0.156
	DA3	0.705	0.200	0.238
	DA4	0.777	0.286	0.161
	DA5	0.782	0.244	0.153
	DA6	0.710	0.212	0.299
	DA7	0.834	0.181	0.145
Thinking Awareness	TA1	0.304	0.777	0.162
	TA2	0.239	0.791	0.101
	TA3	0.221	0.759	0.144
	TA4	0.227	0.714	0.245
Action Awareness	AA1	0.271	0.224	0.804
	AA2	0.213	0.158	0.846
	AA3	0.217	0.158	0.804
KMO		0.923		
Bartlett's test		3014.646(sig=0.000)		
characteristic value		6.970	1.417	1.340
variance contribution rate		32.254	19.931	17.294
accumulative contribution rate		32.254	52.186	69.480

Table2 Results of functional competency validity analysis

Variables	Title item	Ingredients		
		1	2	3
Organizational Planning Competency	OPC1	0.790	0.140	0.106
	OPC2	0.775	0.172	0.065
	OPC3	0.781	0.103	0.132
	OPC4	0.758	0.241	0.169
	OPC5	0.707	0.302	0.160
	OPC6	0.745	0.210	0.172
	OPC7	0.761	0.185	0.148
Functional Management	FM1	0.088	0.719	0.127
	FM2	0.160	0.679	0.178
	FM3	0.212	0.714	0.170
	FM4	0.140	0.784	0.106
	FM5	0.243	0.709	0.138
	FM6	0.184	0.723	0.161
	FM7	0.260	0.709	0.129

	Style1	0.182	0.177	0.815
Style	Style2	0.165	0.223	0.773
	Style3	0.205	0.234	0.760
KMO		0.923		
Bartlett's test		3055.771(sig=0.000)		
characteristic value		7.058	2.182	1.346
variance contribution rate		25.909	23.843	12.518
accumulative contribution rate		25.909	49.752	62.269

Table3 Results of validity analysis of communication competency

Variables	**Title item**	**Ingredients**		
		1	**2**	**3**
Knowledge reserve	KR1	0.255	0.137	0.736
	KR2	0.163	0.263	0.677
	KR3	0.032	0.229	0.724
	KR4	0.206	0.194	0.727
	KR5	0.216	0.233	0.679
	KR6	0.144	0.180	0.816
	KR7	0.123	0.270	0.764
Communication Technology	CT1	0.298	0.735	0.249
	CT2	0.177	0.671	0.223
	CT3	0.234	0.685	0.222
	CT4	0.210	0.738	0.253
	CT5	0.214	0.734	0.187
	CT6	0.218	0.716	0.248
	CT7	0.226	0.781	0.224
Interpersonal Communication Competency	ICC1	0.793	0.250	0.167
	ICC2	0.697	0.252	0.129
	ICC3	0.692	0.270	0.082
	ICC4	0.778	0.194	0.206
	ICC5	0.761	0.150	0.212
	ICC6	0.728	0.303	0.156
	ICC7	0.736	0.102	0.161
KMO		0.941		
Bartlett's test		4387.999(sig=0.000)		
characteristic value		9.055	2.353	1.711
variance contribution rate		21.100	20.781	20.589
accumulative contribution rate		21.100	41.881	62.470

Table4 Results of the analysis of the validity of the behavior.

Variables	Title item	Ingredients		
		1	2	3
Moral quality	MQ1	0.168	0.243	0.813
	MQ2	0.230	0.225	0.772
	MQ3	0.179	0.175	0.794
	MQ4	0.187	0.239	0.864
Personality Charisma	PC1	0.832	0.190	0.164
	PC2	0.724	0.334	0.214
	PC3	0.751	0.241	0.120
	PC4	0.752	0.248	0.246
	PC5	0.812	0.183	0.181
Treating subordinates	TS1	0.277	0.712	0.279
	TS2	0.267	0.734	0.110
	TS3	0.179	0.744	0.197
	TS4	0.241	0.700	0.218
	TS5	0.187	0.746	0.235
KMO		0.915		
Bartlett's test		2905.781(sig=0.000)		
characteristic value		6.672	1.656	1.287
variance contribution rate		24.468	22.448	21.759
accumulative contribution rate		24.468	46.916	68.675

5. Confirmatory Factor Analysis. The standardized factor loadings of the question items under each variable in this study are above 0.5, indicating that each observed variable can explain its latent variable to a large extent. The combined reliability CR is greater than 0.8, which is significantly higher than the standard 0.7, so the observed variables under each dimension can explain the dimension well. are AVE values being above the standard value of 0.5, suggesting that the results of the study have good convergent and discriminant validity. Table 5-8 shows the analysis results of convergent validity of 4 variables. CR and AVE meet the standards.

Table5 Results of convergent validity analysis of leadership awareness

Variables	Title item	Factor loading	S.E.	T-value	P	CR	AVE
Leadership Awareness	DA	0.857					
	TA	0.784	0.083	9.344	***	0.824	0.611
	AA	0.695	0.059	9.166	***		
Development Awareness	DA1	0.843					
	DA2	0.759	0.043	17.031	***		
	DA3	0.726	0.043	15.969	***		
	DA4	0.817	0.044	19.057	***	0.921	0.625
	DA5	0.800	0.043	18.443	***		
	DA6	0.763	0.045	17.156	***		
	DA7	0.818	0.040	19.092	***		
Thinking	TA1	0.818				0.834	0.558

Awareness	TA2	0.742	0.064	14.467	***		
	TA3	0.708	0.057	13.711	***		
	TA4	0.714	0.059	13.854	***		
Action Awareness	AA1	0.851				0.844	0.644
	AA2	0.815	0.060	16.277	***		
	AA3	0.738	0.058	14.795	***		

Table6 Results of functional competency convergent validity analysis

Variables	Title item	Factor loading	S.E.	T-value	P	CR	AVE
Functional Competency	OPC	0.712				0.786	0.550
	FM	0.785	0.129	7.193	***		
	Style	0.726	0.135	7.615	***		
Organizational Planning Competency	OPC1	0.755				0.904	0.573
	OPC2	0.740	0.066	14.291	***		
	OPC3	0.736	0.072	14.213	***		
	OPC4	0.789	0.069	15.352	***		
	OPC5	0.754	0.066	14.596	***		
	OPC6	0.764	0.069	14.822	***		
	OPC7	0.759	0.065	14.704	***		
Functional Management	FM1	0.650				0.876	0.503
	FM2	0.656	0.092	10.846	***		
	FM3	0.733	0.112	11.875	***		
	FM4	0.748	0.113	12.063	***		
	FM5	0.726	0.099	11.783	***		
	FM6	0.717	0.105	11.673	***		
	FM7	0.730	0.102	11.833	***		
Style	Style1	0.755				0.778	0.540
	Style2	0.713	0.079	11.637	***		
	Style3	0.735	0.082	11.849	***		

Table7 Results of convergent validity analysis of communication competency

Variables	Title item	Factor loading	S.E.	T-value	P	CR	AVE
Communication Competency	KR	0.714				0.820	0.606
	CT	0.893	0.165	8.851	***		
	ICC	0.714	0.128	9.054	***		
Knowledge reserve	KR1	0.737				0.894	0.548
	KR2	0.713	0.067	13.344	***		
	KR3	0.689	0.068	12.874	***		
	KR4	0.732	0.066	13.723	***		
	KR5	0.709	0.066	13.280	***		
	KR6	0.810	0.068	15.258	***		

	KR7	0.782	0.071	14.710	***		
	CT1	0.815					
	CT2	0.672	0.049	13.797	***		
	CT3	0.710	0.054	14.796	***		
Communication Technology	CT4	0.776	0.051	16.639	***	0.902	0.569
	CT5	0.731	0.049	15.362	***		
	CT6	0.745	0.055	15.762	***		
	CT7	0.818	0.051	17.878	***		
	ICC1	0.832					
	ICC2	0.706	0.051	14.913	***		
	ICC3	0.689	0.050	14.428	***		
Interpersonal Communication Competency	ICC4	0.796	0.052	17.590	***	0.900	0.563
	ICC5	0.754	0.053	16.306	***		
	ICC6	0.777	0.050	17.005	***		
	ICC7	0.685	0.050	14.328	***		

Table8 Results of behavioral convergent validity analysis

Variables	**Title item**	**Factor loading**	**S.E.**	**T-value**	**P**	**CR**	**AVE**
	MQ	0.764	0.102	9.446	***		
Behavior	PC	0.889	0.146	9.208	***	0.828	0.619
	TS	0.695					
	MQ1	0.838					
Moral quality	MQ2	0.754	0.058	16.522	***	0.888	0.666
	MQ3	0.742	0.057	16.139	***		
	MQ4	0.917	0.052	21.421	***		
	PC1	0.815					
	PC2	0.797	0.065	16.898	***		
Personality Charisma	PC3	0.724	0.060	14.926	***	0.889	0.616
	PC4	0.791	0.064	16.743	***		
	PC5	0.794	0.062	16.832	***		
	TS1	0.788					
	TS2	0.708	0.062	13.621	***		
Treating subordinates	TS3	0.704	0.057	13.533	***	0.851	0.533
	TS4	0.712	0.061	13.705	***		
	TS5	0.735	0.063	14.216	***		

6. Structural equation model fit test. The results of the main path of the model are shown in Figure1, based on the structural equation model fitness test indicators: the ratio of cardinal degrees of freedom NC should be between 1-3; asymptotic residual mean square and square root RMSEA (Residual mean square error of approximation) value should be between 0.05-0.08, if lower than 0.05 means that the fitness is very good. The value of GFI is generally considered to be greater than 0.9, and it is acceptable if it is above 0.8; the value of CFI is greater than 0.9; the value of TLI is above 0.9; the sample size is generally considered to be greater than 200. The cardinality to degrees of freedom ratio

$x^2/df=2.740$ in this study is less than 3. FI=0.946, AGFI=0.913, greater than 0.8. IFI=0.953, TLI=0.935, CFI=0.953, greater than 0.9, RMSEA=0.069. All values in this study meet the statistically required criteria, indicating that indicating that the operational fitness of the model in this study is good.

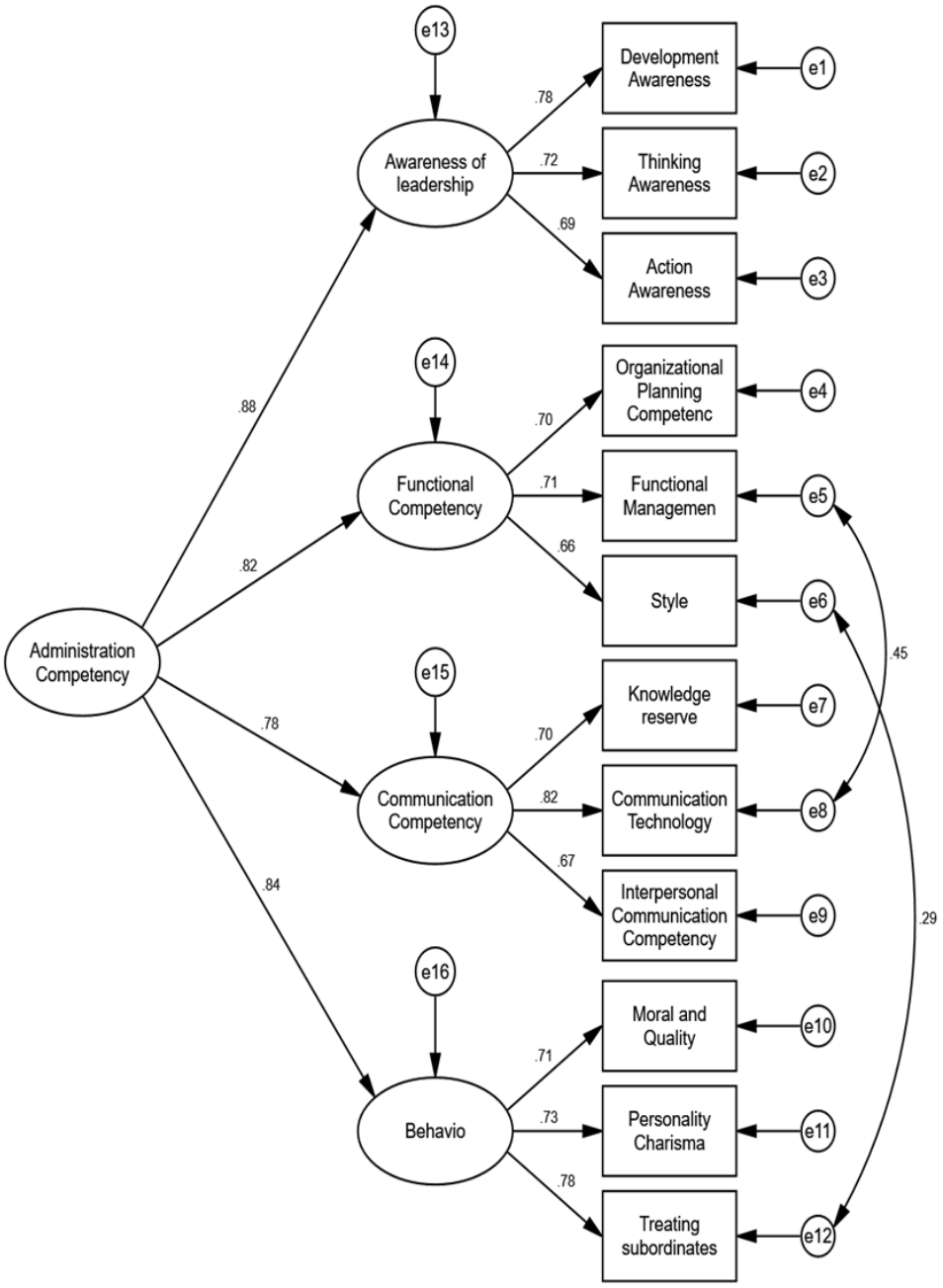

Figure 1 Results of the structural equation model diagram of the dean's administrative competency (Researcher)

Data analysis and validation were used to obtain indicators of the dean's administrative competency, including the following components.

1) Awareness of leadership

(1) Development Awareness
DA1 Learning awareness
DA2 Service awareness
DA3 Cultural Identity awareness
DA4 Policy Understanding
DA5 Globalization awareness
DA6 Developing awareness of others
DA7 Self-awareness
(2) Thinking Awareness
TA1 Strategic thinking awareness
TA2 Creative thinking awareness
TA3 Critical thinking awareness
TA4 Conceptual thinking
(3) Action Awareness
AA1 Proactive awareness
AA2 Motivation awareness
AA3 Commitment

2) Functional Competency
(1) Organizational Planning Competency
OPC1 Organizational competency
OPC2 Planning competency
OPC3 Coordination competency
OPC4 Time management
OPC5 Contingency management
OPC6 Team management
OPC7 Risk identification and management
(2) Functional Management
FM1 Financial Competence
FM2 HRM
FM3 Instructional management
FM4 Employee management
FM5 Academic management
FM6 Performance management
FM7 Project management
(3) Style
Style1 Transformative leadership
Style2 Situational leadership
Style3 Goal-oriented leadership

3) Communication Competency
(1) Knowledge reserve
KR1 Knowledge of stabilization systems
KR2 Personal academic ability
KR3 Political quality
KR4 Legal knowledge
KR5 Professional practice competencies
KR6 Competence in acquiring information
KR7 Computer knowledge and skills
(2) Communication Technology
CT1 Competence in written expression
CT2 Language skills
CT3 Listening
CT4 Reading comprehension
CT5 Negotiation qualities
CT6 The art of presentation
CT7 Facilitating meetings
(3) Interpersonal Communication Competency
ICC1 Interpersonal skills, adaptability, handling skills
TCC2 Conflict management
ICC3 Balancing administration power and academic power
ICC4 Focus on external stakeholders
ICC5 Communicating competency
ICC6 Building an interpersonal
ICC7 Building an electronic Information engagement platform

4) Behavior
(1) Moral and Quality
MQ1 Professional ethics and values
MQ2 Humility
MQ3 Integrity
MQ4 Sense of responsibility
(2) Personality Charisma
PC1 Emotional intelligence
PC2 Openness to experience
PC3 Self-confidence
PC4 Vision
PC5 Good physical and mental qualities
(3) Treating subordinates
TS1 Compassion and Care
TS2 Empathy
TS3 Planning a vision for subordinates
TS4 Inclusion
TS5 Guidance

The Dean's Administrative Competency Model is shown in Figure 2.

Stage 3

This phase was a qualitative study. Using the results form the second phase of

the study, the researcher invited nine experts to create focus groups and conduct discussions. These nine experts were from Jiaying University and were experts in educational administration, all with more than 15 years of administrative experience, and all of these experts had achieved some success in the field they were managing.

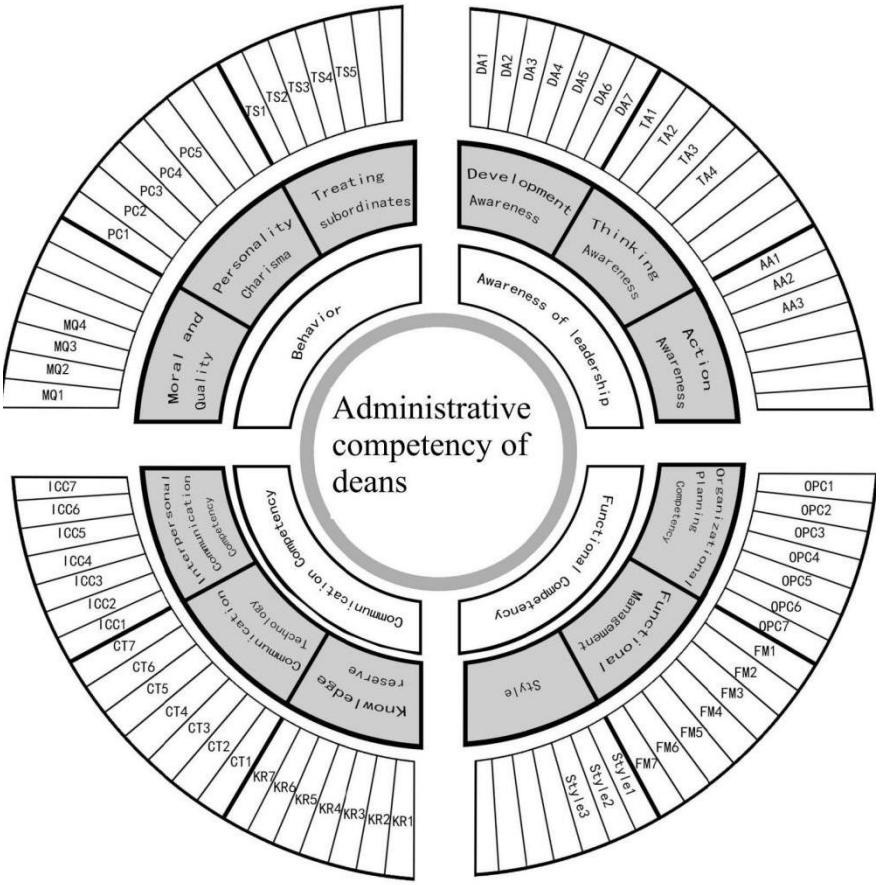

Figure 2 Administrative Competency Model for Deans

Based on the structure of the discussions, the researcher collected them and classified them using documentary analysis to identify guidelines for the development of deans' administrative competencies. There are four recommendations for the development of the dean's leadership awareness: (1) keeping up with the times and improving leadership literacy; (2) using the art of leadership; (3) using power correctly and learning to innovate; and (4) strengthening leadership awareness. There are six recommendations for the development of the functional competency of the dean: (1) research on the educational environment and active participation; (2) management with scientific management theories; (3) improving professional competence and leadership; (4) having legal knowledge; (5) being able to select talents for sustainable development; and (6) improving the art of leadership. There are 16 recommendations for the development of the dean's communication competency: (1) building a knowledge base; (2) learning to listen; (3) smiling; (4) looking at the other person squarely; (5) asking for help; (6) don't lose heart; (7) the desire to perform; (8) finding topics; (9) avoiding heated arguments; (10) respecting the opinions of others; (11) expressing yourself; (12) networking; (13) improve reading ability; (14) improve presentation skills; (15) Relationship with superiors; and (16) use of social resources. There are three suggestions for the

development or improvement of the dean's behavior: (1) improve moral quality, study and self-discipline; (2) improve personality; (3) respect subordinates, support them, and infect followers with personality.

This thesis mainly adopts mixed research methods of quantitative research and qualitative research. The results of the study showed that (1) the executive competency model for the dean of Jiaying University consisted of 4 main variables, 12 sub-variables, and 66 items. There 4 main variables included leadership awareness, functional competency, communication competency, and behavior. (2) The focus group discussions yielded 29 guidelines for improving the administrative competency of the dean of Jiaying University, including 4 guidelines for leadership awareness development, 6 guidelines for functional competency development, 16 guidelines for communication competency development, and 3 guidelines for behavioral development.

Recommendation

1. Recommendations for policy development

1) Schools should encourage local governments to participate in the implementation of training programs for school administrators. Local governments can invest funds and technical support to hire famous education management experts and scholars to train deans and middle-level leaders/managers, hold lectures, and conduct regular training and assessment.

2) Schools should pay attention to the development of deans' administrative competency and give them more power to give them a sense of involvement and accomplishment. Regularly evaluate the performance results of the college, recognize and support the deans' contributions to the college, and implement a reward system.

3) Senior school leaders should identify gaps and make purposeful improvements based on their own school's situation.

4) Schools should establish learning organizations.

2. Recommendation for practical application

1) Jiaying University and similar universities can use the dean competency indicators derived from this study to develop leadership/management competencies of school administrators, as a basis for training administrators, as a basis for developing management courses, and as a basis for judging the degree of competency development.

2) Deans of universities should develop their awareness and thinking, develop the habit of thinking, and be bold and innovative.

3) University deans should establish good moral requirements and behavioral norms, be responsible, responsible and obligated, and learn to care for and understand their subordinates. Only by doing so will there be more followers and it will be conducive to improving functional management competency.

4) The dean should have good communication skills. Communication skills and knowledge base, behavioral norms, thinking consciousness is complementary, with a variety of comprehensive qualities, communication skills will naturally improve. The improvement of communication skills will naturally make the management smoother and more effective.

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