GUIDELINE FOR IMPROVING EFFICIENCY OF MANAGEMENT TEAM OF UNIVERSITY IN GUANGXI

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ABSTRACT

The objectives of this research were: 1) to study the current situation of efficiency of management team of university in Guangxi, 2) to develop guidelines for improving efficiency of management team of university in Guangxi, and 3) To evaluate the suitability and feasibility of guidelines for improving efficiency of management team of university in Guangxi. The sample group included 285 university administrators were selected from 7 university in Guangxi. Research instruments include: 1) questionnaire, 2) structured interview, and 3) evaluation form. data analysis by using percentage, mean, standard deviation and content analysis.

The results were found that: 1) the current situation of efficiency of management team of university in Guangxi was at a medium level. Consider for the result of the study aspects ranged from the highest to the lowest level were as following: The highest level is teamwork, followed by team decision-making, and team communication was the lowest level. 2) guidelines for improving efficiency of management team of university in Guangxi included 5 guidelines, contained of 33 measures. There are 1) teamwork, 2) team decision-making, 3) team goals, 4) leadership style, and 5) team communication. 3) The suitability and feasibility evaluation results of the guideline are at highest level.

Keywords: Guideline for Improving, Efficiency, Management Team, Guangxi University

ชื่อเรื่อง	**แนวทางการพัฒนาประสิทธิภาพของทีมบริหารมหาวิทยาลัยในมณฑลกวางสี**
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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ 1) เพื่อศึกษาประสิทธิภาพของทีมบริหารมหาวิทยาลัยในมณฑลกวางสี 2) เพื่อเสนอแนวทางการพัฒนาประสิทธิภาพของทีมบริหารมหาวิทยาลัยในมณฑลกวางสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาประสิทธิภาพของทีมบริหารมหาวิทยาลัยในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารมหาวิทยาลัยรัฐในมณฑลกวางสี 7 แห่ง รวมทั้งสิ้น 285 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ 1) แบบสอบถาม 2) แบบสัมภาษณ์แบบมีโครงสร้าง และ 3) แบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) ประสิทธิภาพของทีมบริหารมหาวิทยาลัยในมณฑลกวางสี โดยภาพรวมอยู่ในระดับกลาง เมื่อพิจารณาเป็นรายด้าน พบว่า การทำงานเป็นทีม มีค่าเฉลี่ยสูงสุด รองลงมาคือ การตัดสินใจของทีม ส่วนการสื่อสารภายในทีม มีค่าเฉลี่ยต่ำสุด 2) แนวทางการพัฒนาประสิทธิภาพของทีมบริหารมหาวิทยาลัยในมณฑลกวางสีประกอบด้วย 5 แนวทาง รวมทั้งสิ้น 33 มาตราการ ได้แก่ 1) การทำงานเป็นทีม 2) การตัดสินใจของทีม 3) เป้าหมายของทีม 4) รูปแบบภาวะผู้นำ และ 5) การสื่อสารภายในทีม 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง อยู่ในระดับสูงสุด

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Tan Qianlin

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Chapter 1
Introduction

Rationale

Since the 20th century, universities around the world have developed rapidly, and universities have played an important role in promoting the progress of human civilization, scientific and technological innovation, and social and economic development. University education is influenced by politics, economy, culture and other aspects to show diversified characteristics, forming different university education management systems and education management teams. The American university management system is composed of official administration and private capital participation, with extensive social participation, and the university education management team is also composed of official administrators and private groups (Keller, 1983, p.178). After hundreds of years of development, British university education management has formed an independent operation management system, paying more attention to excellent management teams and outstanding academic leaders to participate in school management, and the education management team is composed of relevant personnel of the school, industry and well-known people in society (Evans et al., 2013, p.674-689). French university education administration advocates autonomy, market-oriented and academic freedom, and education administration is strong, and the management team is generally appointed by the education administration (Renaudie, 2018, p.96-116). Since the 80s of last century, after the reform of the university education management system, Australia has formed a university education management system different from Europe and other countries, and the relationship with the education administration department pays more attention to the cooperative relationship, and the university education management team is not directly managed by the education administration (Bretag eta al., 2020, p.18-36). The university education management team plays an important role in the development of colleges and universities, the system of higher education is directly related to the policy, culture, economic and social development of various countries, the university education management team is constrained by the education management system, and the formation and composition of the management team are also different.

United States: The educational management system is formed based on the national administrative management system and the system of civil participation. The characteristics of the university educational management system include legal protection and power balance, alignment with local culture and environment, and extensive social participation. The educational management team has broad social participation and consists of both official administrative personnel and non-governmental organizations.

United Kingdom: The educational management system is formed based on the advocacy of complete autonomy and self-organization in university management and operation. The characteristics of the university educational management system include the formulation of university development plans, clear positioning of schools, and promotion of sustainable development. An excellent management team and outstanding academic leaders play a crucial role. Management is organized and implemented by the schools themselves, with the participation of relevant personnel, industry representatives, and well-known figures in society.

France: The educational management system is formed based on the promotion of liberal democracy, the high development of social capital, and the opposition to highly centralized management. The characteristics of the university educational management system include a history of autonomy and guild-like traditions, advocating for autonomy in educational management, market orientation, and academic freedom. The educational management team is elected.

Australia: The educational management system is formed based on neoliberalism, mixed economy, globalization, and market dynamics, as well as the foundation of new public management. The characteristics of the university educational management system include limited control by the federal government over higher education, granting universities substantial autonomy, and the influence of the market on funding policies for higher education, either directly or indirectly. The educational management team is appointed by the universities.

University management, first developed in the West, has rich research results on university management, such as "Higher Education in Transition" (Brubacher, 2017), "Universities in the Flux of Time" (Gibbs et al., 2014), "The Idea of the Public University" (Patience, 2022) and other books proposed management theory and management experience. It provides reference and reference for the management of Chinese

universities. In recent years, Chinese university management theory and research have also made great breakthroughs, such as "Research on Local University Practice of Modern University Governance" (Chu Zhubin, 2018), "Research on student affairs management in world-class universities" (Wang Xia & Guo Yuelan, 2019), "Research and Practice of energy efficiency Management in Green university campus" (Qu Lijuan, 2018), "University Management Innovation and Practice" (Luo Yinan & Li Yongnan, 2014) and other books have provided theoretical guidance for the management of Chinese universities from the theoretical and practical levels.

The Law of the People's Republic of China on Higher Education clearly stipulates that China's higher education undertaking is under the unified leadership of the State Council, and the principal responsibility system under the leadership of the grassroots committee of the Communist Party of China for higher education institutions is implemented, and the principal administers according to law to promote the implementation of various management work of the school. From the perspective of the management status of China's higher education, universities carry out education, teaching, scientific research, social services, cultural inheritance and various management activities under the guidance of educational administrative institutions, forming a more mature management mechanism composed of "educational administrative institutions - school leadership collectives - middle-level leading cadres", middle-level leading cadres are between the highest point of organizational strategic decision-making and the core layer of operation, and are one of the important forces of colleges and universities to improve organizational management efficiency and competitive advantages. The university management team involved in this article mainly refers to the management team composed of middle-level leading cadres of various universities in Guangxi.

Studying the guidelines for improving the work performance of university management teams is an urgent requirement to strengthen the reform and development of China's education industry. Currently, international competition in education is becoming increasingly fierce, and China's higher education has made significant progress. Universities need to adapt to social development and not only have first-class teaching teams but also first-class management. With the deepening of education reform and development and the implementation of the "double first-class" school construction project, higher requirements are being placed on university

education management due to social and economic development, posing challenges to the governance capacity and level of university management teams. University management teams serve as both policy formulators and implementers, playing an active role in the school management process (Liao Caiying, 1985, p.33-37). As the main driving force behind the development of China's higher education, they shoulder an important mission, and the overall capacity and quality of university management teams directly affect the development of the university cause. Currently, there is still a certain gap between the abilities of some members of university management teams in terms of innovation awareness, management ability, responsibility, and being student-oriented, and the requirements of universities for management teams in the new era (Zhang Chengfeng et al., 2019, p.17-20). Further strengthening the construction of university management teams has become an urgent problem to be solved at present (Wang Zhaoxiang, 2005, p.88-89). In the past 10 years, there have been only 26 literature on the construction of university management teams, research data and theoretical literature have yet to be enriched, and the practical problem of improving the management efficiency of university management teams has not been well solved. It has become more urgent to carry out relevant research on the guidelines for improving university management teams.

The guide to studying and improving the management team of universities is a practical need to strengthen the modernization of the governance system and governance capacity of universities in Guangxi. The modernization of university governance system and governance capacity is an important part of the modernization of national governance system and governance capacity, and is the general requirement for deepening comprehensive reform in the field of education (Yuan Zhanting, 2019, p.7-9), which is related to the sustainable development of colleges and universities, talent training, and the happiness of teachers and students, and is also an inevitable requirement for the implementation of education management policies. The governance system and governance capacity of colleges and universities are an important part of promoting the modernization of university governance, and the governance system is the political rights and administrative powers formed by the leadership collective of universities, the academic power formed by professors and the democratic power of teachers and students to participate in management, and is the top-level design to promote the internal

management of colleges and universities and the development of university undertakings. The governance ability of colleges and universities is the comprehensive ability to implement the internal management mechanism of the school, standardize the school management and manage the school according to law, and the governance ability is mainly reflected in the ability of the university management team to understand policies, implement the ability and manage the affairs of colleges and universities, and is affected by factors such as the ability and quality of managers, work attitude, work experience, and learning experience.

To further promote the improvement of governance level and capacity in Guangxi's higher education institutions, in 2021, the education administrative authorities in Guangxi conducted a comprehensive inspection of the region's universities and found varying degrees of issues within the management teams of 33 institutions. The main problems identified include: incomplete incentive mechanisms for cadres, insufficient efforts in cadre development, excessively frequent adjustments of leadership cadres, lack of a sense of responsibility among cadres, low quality of cadre talent pool construction, inadequate development and improvement of cadre echelons and qualities, and other specific issues in 15 aspects across 5 categories. Among these, there is one issue related to team development, involving one university, there are four issues related to management team, involving nine universities, there are seven issues related to team construction, involving 18 universities, there is one issue related to team capacity, involving two universities, and there are two issues related to team incentive mechanisms, involving three universities. It is evident that the problems within the management teams of Guangxi's higher education institutions are quite apparent. A search of the literature database revealed only 10 research papers related to "Guangxi university management teams," and their relevance is limited. Therefore, conducting research to enhance the efficiency of management teams in Guangxi's higher education institutions is of great significance.

Based on the needs of career development in Guangxi universities and the actual situation of university management team building, combined with the experience accumulated by researchers in long-term university management, this study collects, summarizes and sorts out the literature by reviewing a large number of literature and reading the research materials of leadership and management

effectiveness, deeply studying the existing research results, exploring the theoretical roots and research results, and scientifically designing the questionnaire and personal interview outline of the management team of Guangxi universities from the dimensions of demography, leadership, and university management. This paper conducts qualitative and quantitative research on the factors of improving the management team of Guangxi universities, empirically analyzes the current situation of the management team of Guangxi universities, and puts forward specific measures to improve the efficiency of the management team of Guangxi universities.

Research Questions

1. What is the current situation of efficiency of management team uinversity in Guangxi?

2. What is the guideline for Improving efficiency of management team of uinversity in guangxi?

3. Are the guidelines for Improving efficiency of management team of Uinversity in Guangxi adaptable and feasible?

Objectives

1. To study the current situation of efficiency of management team university in Guangxi.

2. To develop the guideline for Improving efficiency of management team university in Guangxi.

3. To evaluate the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The population were Including 1096 administrators from 7 undergraduate university in Guangxi.

The Sample Group

The sample group were 285 university administrators were selected from 7 according to the sample table of Krejcie and Morgan university in Guangxi. When

sampling the samples, the methods of random sampling and computer sampling are used to sample the university administrators.

The interviewee

The interviewee in this research was the middle management cadres of 7 universities in Guangxi. The qualifications of interviewee are as follows: 1) at least 6 years of work experience in team management or involved in team management, 2) engaged in team management related research, 3) graduated with master's degree or above.

Expert group

The experts for evaluating the suitability and feasibility of guidelines was experts in team management or team research in universities in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of team management work experience, 2) long-term engaged in educational management or university team management research, 3) professor title or doctoral degree.

The Variable

Guideline for improving efficiency of management team of uinversity in Guangxi of the management team of the university in Guangxi. And they includes:

1. Teamwork
2. Team decision-making
3. Team goals
4. Leadership style
5. Team communication

Advantages

1. The research direction mainly focuses on how to improve the efficiency of the management team of Guangxi universities: with the rapid development of social economy and science and technology, university education has also developed vigorously, and higher education has shown the characteristics of increasingly fierce international education competition, unbalanced regional development, large differences, and uneven distribution of high-level universities. University management team as the main force to promote the development of college education, the quality and ability of university managers have a direct impact on the sustainable development of colleges and universities, with the deepening of higher education

reform, the modernization process of college education, it is urgent to cultivate a group of management ability strong, professional ability, comprehensive quality high management team. Guangxi is located in western China, higher education and developed countries and developed regions still have a certain gap, the overall quality and ability of university management team to be further improved, this study from the academic perspective of the international university management team, in-depth analysis of the current situation of Guangxi university management team, closely around the improvement of university management team efficiency to promote the development of Guangxi university education has great practical significance and practical significance.

2. The research object has high representativeness and research value: the object of this study is the middle management cadres of colleges and universities. The middle management cadres of colleges and universities are participants in the top-level design of colleges and universities, are the specific implementers and executors of internal management of universities, and are an important part of the development of colleges and universities, and the leadership level of university administrators has a direct impact on the overall effectiveness of university management teams (Chen Chao, 2005, p.75-77). According to the sample table of Krejcie and Morgan, 285 university administrators were selected from 6 universities in Guangxi by random sampling and systematic sampling, and the sampling method and sample size were in line with the research paradigm. University administrators are the only component of university management team, and carrying out individual research on university managers to find out the factors that improve the efficiency of individual management has a direct impact on improving the efficiency of university management team and has high research value.

3. Comprehensive and systematic research content: In the research process, first of all, the concept of system is adopted to summarize and sort out the current situation of education management in colleges and universities at home and abroad, the construction of education management teams, and the internal management mechanism of colleges and universities, clarify the components of improving the efficiency of university management teams, and determine the basic structure of research content. Secondly, the literature research method is used to consult the books and research materials related to education management, classify and sort out

the literature related to this research, summarize and summarize the characteristics of the management team in five aspects: team goals,leadership style, teamwork, team communication and team decision-making, which have a direct impact on the efficiency improvement of the university management team and are determined as variables in this study. Finally, the questionnaire method, interview method and data statistical analysis method are used to design the questionnaire and interview outline, and the SPSS data analysis software is used to analyze the collected data, and a guide to improve the efficiency of the management team of Guangxi universities is proposed.

Definition of Terms

Education administrators refers to college education administrators are the core force of university management and operation, with multiple identities of leaders, organizers, implementers and executors of university organization development, are the backbone of college education reform, and play an important leading role in school talent training, scientific research, social services and daily management.

Efficiency of management team It refers to the ability and efficiency of a management team to achieve work goals within an organization. An efficient management team can coordinate and integrate the resources and capabilities of team members, effectively allocate tasks and responsibilities, improve work efficiency, and achieve strategic objectives of the organization. By proposing Guideline for improving efficiency of management team of university in Guangxi, the efficiency of Guangxi university management team is improved. A high-performing management team can better respond to challenges and changes, thereby enhancing the organization's competitiveness and performance.

Teamwork refers to way working where members closely coordinate and collaborate to achieve common goals and tasks. In teamwork, each member plays a crucial role, supporting and complementing one another, leveraging their respective expertise and strengths to enhance work efficiency and quality. This collaborative effort emphasizes collective wisdom and a spirit of cooperation, resulting in efficient and high-quality work outcomes through interaction and collaboration among members. One significant advantage of teamwork is its ability to harness the diverse

wisdom and experiences of multiple individuals, facilitating a more comprehensive problem-solving and addressing challenges. Through knowledge sharing and collaborative efforts among members, teams can produce superior results that go far beyond what individuals working in isolation can achieve. Additionally, teamwork fosters cohesion within the team and builds trust among members. By collectively pursuing goals and solving problems, members establish closer bonds that contribute to better collaboration and increased job satisfaction. Teamwork also enhances productivity, as collaborative work is often more efficient than individual efforts, allowing tasks to be completed more quickly. In conclusion, teamwork is an efficient way of working that emphasizes collaborative cooperation and collective effort. It can harness diverse wisdom, improve work efficiency and quality, while also enhancing team cohesion and trust. Through teamwork, both organizations and individuals can achieve better results and higher job satisfaction.

Team decision-making refers to In a team or organization, members participate in and reach consensus to choose the best course of action or solution. Team decisions often involve discussing, analyzing, evaluating, and weighing different options to reach consensus and take action. The process of team decision-making can include the following steps: 1) problem definition, 2) Information collection, 3) Generate solutions, 4) evaluation and analysis, 5) Reach consensus, 6) Implementation and supervision. The advantage of team decision-making is that it can make full use of the diverse experience and knowledge of team members to improve the quality and feasibility of decision-making. However, team decision-making can also face challenges such as differences of opinion, delayed decision-making, and power struggles. Therefore, establishing effective communication and collaboration mechanisms, as well as developing team members' decision-making and problem-solving skills, is essential to promote the success of team decision-making.

Team goals refer to the direction in which a team collaboratively strives for clear and specific objectives or outcomes. They represent the ultimate achievements or desired states that the team aims for in its work. Typically, team goals are closely tied to the strategic goals and mission of the organization, helping team members understand the direction and priorities of their work. Team goals typically encompass the following key elements: 1) Specificity, meaning the clarity and

precision of the goals, 2) Measurability, whether the goals can be quantitatively assessed or progress can be evaluated, 3) Achievement, whether team members can experience satisfaction and a sense of accomplishment in pursuing the goals, 4) Relevance, the alignment of the goals with the organization's mission and strategic objectives, 5) Timeliness, whether the goals have specific deadlines. By establishing clear team goals, team members can gain a better understanding of the importance and urgency of their work for the entire team. This clarity not only fosters collaboration and cooperation among team members but also ensures that everyone is working toward a common objective. Setting team goals also helps boost team members' morale and motivation because they can see how their efforts directly contribute to achieving this shared goal. Ultimately, the clarity and comprehensiveness of team goals help guide the team in staying focused, coordinating actions, and achieving significant results in a complex work environment.

Leadership style refers to the manner and attitude in which a leader influences the behavior and work of team members within an organization. Leadership styles can be classified and described based on how leaders exercise power, control, decision-making, communication, and motivation. Different leadership styles have varying impacts on team effectiveness and employee job satisfaction. Common leadership styles include: 1) Task-Oriented Leadership Style: This style prioritizes task completion and goal achievement. Leaders using this style often employ clear guidance and control to drive team performance. It is suitable for situations requiring quick decision-making and efficient execution. 2) Relationship-Oriented Leadership Style: This style emphasizes the establishment and maintenance of positive relationships with team members. Leaders tend to adopt a supportive and caring attitude. This can enhance employee's sense of belonging and loyalty. 3) Participative Leadership Style: This style encourages team members to participate in decision-making and problem-solving processes. Leaders are inclined to listen to the opinions and suggestions of employees to reach consensus. This helps improve employee engagement and commitment. 4) Empowering Leadership Style: This style grants team members more autonomy and decision-making authority. Leaders trust in the capabilities of their employees and encourage them to independently handle issues. This can inspire innovation and a sense of responsibility among employees. 5) Democratic Leadership Style: This style emphasizes a democratic decision-making

process within the team. Leaders work as equals with team members to jointly set goals and strategies. This helps build collaboration and team cohesion. Selecting the appropriate leadership style should be determined by the organization's needs, the characteristics of team members, and the nature of the tasks. Different situations may require different leadership styles, and leaders should be flexible in applying various approaches to achieve the best outcomes.

Team communication refers to the process by which team members communicate, share information, express opinions, and understand the intentions of others. It is a key element of teamwork and cooperation, involving information transfer, two-way communication, and the ability to share knowledge. Team communication is more than simply conveying information, it's more about purposefully interacting effectively with team members to facilitate team collaboration and decision-making. It includes a variety of forms of communication such as oral, written, and non-verbal, and relies on clear information transfer and reception skills. The definition of team communication also covers the following key elements: 1) purpose orientation, 2) bidirectionality, 3) transparency and openness, 4) Effectiveness. Team communication plays a vital role in teamwork and decision-making processes. It helps team members better understand each other's needs and expectations, enhances teamwork and cohesion, and promotes problem solving and innovation. Effective team communication also reduces misunderstandings, increases productivity, and enhances team performance and outcomes.

Research Framework

Jon R. Katzenbach is a renowned author and management team consultant known for his work in the field of informal organizations. He is a practitioner of organizational strategy at "Strategy&" and has written nine books on management teams, including "The Wisdom of Teams: Creating the High-Performance Organization," "Team Discipline: The Thinking Leader's Guide to Performance," "Real Change Leaders: How to Create Growth and High Performance at Your Company," "Peak Performance: Adjusting the Hearts and Minds of Your Employees," and "The Discipline of Teams: A Mindbook-Workbook for Delivering Small Group Performance." He is a globally recognized scholar who has conducted significant research on team collaboration, leadership styles, team goals, team communication, and team

decision-making. Highlights that the collaborative abilities of a team can surpass individual capabilities, leading to greater achievements. He suggests that teamwork involves not only sharing work tasks but also emphasizing mutual support, trust, and sharing among team members. He emphasizes that in high-performance teams, members need to align their individual goals with team goals to achieve overall success. Furthermore, he emphasizes the critical role of leaders in teams. Leaders need to provide direction, motivate team members, and respect their contributions. He also explores different leadership styles and emphasizes the importance of choosing the appropriate leadership approach in different situations. Effective leadership can establish a positive culture and atmosphere within the team. Stresses the importance of team goals. Team members need to share clear goals and visions, which helps maintain consistency and focus. He discusses how to set challenging goals to inspire team members and emphasizes the measurability and traceability of goals. Effective communication, both within and outside the team, is highlighted as a key factor in high-performance teams. Katzenbach emphasizes that communication should be two-way, allowing team members to freely share information, ideas, and concerns. Additionally, he provides methods for promoting open and transparent communication and addressing communication barriers. The significance of team decision-making is discussed, emphasizing the need for thoughtful consideration and discussion in the team's decision-making process. Katzenbach introduces techniques for balancing different opinions, encouraging member participation in decision-making, and adopting appropriate decision-making methods. The diversity of team members can provide different perspectives for decision-making, contributing to more comprehensive judgments.

In summary, this research draws on the theories of Jon R. Katzenbach regarding management team work and explores the variables of teamwork, leadership styles, team decision-making, team communication, and team goals as the main variables in this study. As shown in Figure 1.1.

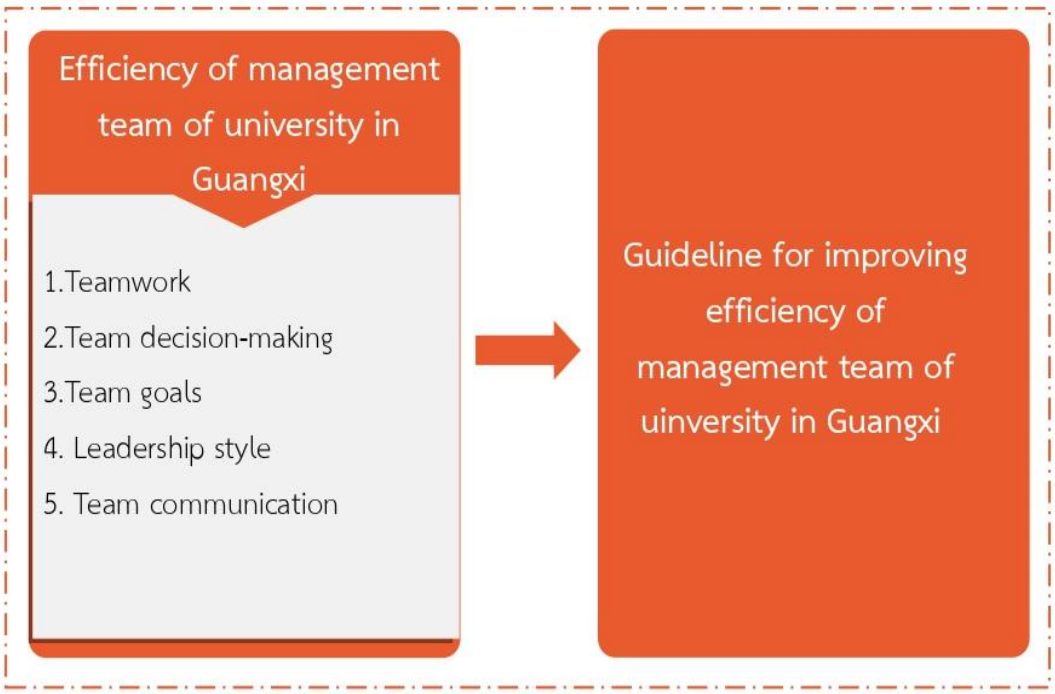

Figure 1.1 Research Framework

Chapter 2
Literature Review

This chapter mainly focuses on the literature review based on the problems, variables, and theories proposed in Chapter 1. It summarizes the theoretical foundations and research materials related to the research content, and summarizes the research results related to this study, further demonstrating the necessity and feasibility of improving the efficiency of university management teams in Guangxi. This chapter provides a comprehensive and systematic review and research on five aspects: educational theories, educational managers, educational management teams, and the current situation of educational management in Guangxi universities. A brief evaluation of the above theories is also provided, laying the theoretical foundation for this research.

1. Concept of educational management
2. Concept of university education administrator
3. Concept of university management team
4. Context of university in Guangxi
5. Related research

The details are as follows.

Concept of Educational Management

Taylor theory of scientific management

Frederick Winslow Taylor was an American engineer and management pioneer known for his significant contributions to the field of industrial management. Born in Philadelphia, Taylor's work revolutionized how organizations approached productivity and efficiency in the early 20th century. Taylor's Scientific Management theory, developed in the late 19th and early 20th centuries, emphasized the application of scientific principles to workplace management. His approach involved breaking down tasks into smaller, specialized steps, optimizing work processes through time and motion studies, and implementing performance-based incentives to motivate workers. Taylor's theory aimed to maximize efficiency and productivity by scientifically designing work methods and ensuring a closer alignment between

worker efforts and organizational goals. This approach had a profound influence on industrial practices and laid the foundation for modern management principles. His theory has been widely used in the field of educational administration.

Du Xiantao and Zhao Ting (2008, p.123-125) believe that the core of Taylor's scientific management is standardization and systematization, and his management ideas have been of great significance to enterprise management and university management until today. It is of great practical significance to promote university education management by learning from Taylor's principles of scientific management.

Huang Wenjun (2008, p.76-77) believes that the application of Taylor's scientific management principle to university career management plays a very important role in promoting scientific management, humanistic management and moral management of schools and realizing the long-term goal of high efficiency.

Leng Hui and Huang Changxi (2010, p.109-112) believe that Taylor's scientific management emphasizes the use of scientific theories to replace traditional experience management, and in the process of college management, Taylor's scientific management theory plays a very important guiding role in college teacher management, which can improve and enhance the efficiency of college human resources management.

Huang Qihui (2013, p.130-131) believes that Taylor's thought of scientific management has been developing continuously, which has very important guiding significance for university management. Applying the principle of Taylor's scientific management to the university education system can improve the relationship between power and responsibility of education management, enhance the comprehensive management ability of education administrators, and improve the efficient organizational management mode.

Chen Xuan and Xing Mian (2017, p.28) It is believed that the core of Taylor's scientific management is to improve the efficiency of university management team through the cooperation between organization and organization members, and this mode plays an obvious role in promoting scientific management and the construction of university management team.

In summary, the core of Taylor's scientific management theory lies in standardization and systematization, and his management principles continue to hold significant relevance in both corporate and university management to this day.

His principles have practical importance in driving effective university education management. The significance of applying Taylor's principles of scientific management to university career management has facilitated the advancement of scientific, humanistic, and ethical management, leading to the realization of long-term efficiency goals. Within the context of university management, Taylor's scientific management theory has played a crucial guiding role by emphasizing the use of scientific theories over traditional experiential management, particularly in the management of university faculty, resulting in improved efficiency in university human resource management. Taylor's evolving scientific management ideas continue to provide crucial guidance for university management. Applying Taylor's principles of scientific management to the university education system can enhance the delineation of power and responsibility in educational management, elevate the comprehensive management capabilities of education administrators, and refine efficient organizational management models. The core of Taylor's scientific management, which focuses on enhancing university management team efficiency through collaboration among organizational members, plays a prominent role in promoting scientific management and the development of effective university management teams. These perspectives collectively underscore the enduring relevance of Taylor's scientific management theory in the realm of university management.

Henri Fayol General Management Theory

Henri Fayol, the father of management process theory, put forward the general management theory and 14 management standards. It holds that operation and management are different concepts, and the management process should include organizational management, implementation process, operation management and educational management standards.

Guan Lingfang (2008, p.38-40) the research paper explores the application of Henry Fayol's management principles in modern enterprises. It analyzes Fayol's 14 management principles and discusses their practical application and effectiveness in contemporary organizations. The study results indicate that Fayol's management principles still have guiding significance and can help improve management efficiency and organizational performance.

Zhang Fang and Yang Ping (2008, p.27-28) the study examines the application of Henry Fayol's theory in modern human resource management. It explores how Fayol's management principles align with modern human resource management practices and proposes some specific application recommendations. The research finds that Fayol's management principles can assist in effectively managing human resources, promoting employee development, and ensuring the sustained growth of organizations.

Godwin et al (2017, p.78-85) the study investigates Henry Fayol's management principles and their significance in modern business. It analyzes Fayol's management principles and explores their application and impact in contemporary business environments. The research results demonstrate that Fayol's management principles can help establish efficient organizational structures, enhance work efficiency and collaboration, and facilitate employee personal growth and satisfaction.

Uzuegbu and Nnadozie (2015, p.58-72) the study examines Henry Fayol's management principles and their relevance in the current technological era. It explores how Fayol's management principles adapt to the rapidly changing and technologically advancing business environments of today and proposes some strategies and recommendations for coping. The research suggests that Fayol's management principles still hold significant guiding value and can assist businesses in achieving success in the technological age.

Mahindru et al (2018, p.213-220) the study delves into Henry Fayol's management theory and its relevance in the present day. It reviews Fayol's management principles and discusses their application and value in contemporary organizations. The research findings indicate that Fayol's management theory continues to hold practical significance and can help improve management efficiency, promote organizational development, and enhance employee satisfaction.

The summary of the research papers demonstrates that Henri Fayol's management principles have extensive application value in modern businesses. These principles encompass 14 management principles, and the research analyzed their practical application and effectiveness in contemporary organizations. The results indicate that Fayol's management principles continue to hold guiding significance and can assist businesses in improving management efficiency and organizational performance. The research also explores the application of Fayol's

theories in modern human resource management and provides specific recommendations for implementation. The study finds that Fayol's management principles have a positive impact on effective management of human resources, fostering employee development, and ensuring sustained organizational growth. Overall, the research results indicate that Henri Fayol's management principles still possess important guiding significance in modern businesses. These principles can help businesses enhance management efficiency, promote organizational development and employee satisfaction, and play a positive role in the context of human resource management and the technological era.

Max Weber's Hierarchy Management Theory

Max Weber, father of organization theory. The theory of ideal administrative organization system is put forward, that is, hierarchical organization management theory. It is believed that the ideal administrative organization system should include six aspects: clear division of labor, clear level of organization, fixed salary of managers, evaluation and training of personnel, compliance with discipline, and organization of personnel relations based on rationality and not affected by personal emotions. Weber organization management system carries out specific functional division of labor for educational management personnel, service personnel and logistics personnel. Developed a top-down leadership style.

Page (2003, p.145-152) discussed the application of Weber's bureaucratic management theory in modern organizations. Analyzed Weber's bureaucratic management principles and discussed their practical application and effects in contemporary organizations. The research results indicate that Weber's bureaucratic management theory still has guiding significance and can help organizations establish efficient organizational structures, improve work efficiency, and decision-making quality.

Jain (2004, p.127-136) explored the relationship between Weber's bureaucratic management theory and innovation. Discussed the impact of bureaucracy on innovation and proposed the paradox between bureaucracy and innovation. The study found that while bureaucracy may limit the development of innovation, in certain situations, it can also provide stability and reliability, promote the implementation and sustainable development of innovation.

Liu Lin (2016, p.66-68) conducted a meta-analysis on the influence of Weber's bureaucratic management theory on organizational performance. Synthesized the results of multiple relevant studies and concluded that there is a significant positive relationship between Weber's bureaucratic management theory and organizational performance. It can improve organizational efficiency, decision-making quality, and performance.

Thompson (2017) provided a comprehensive study of Weber's bureaucratic management theory. Through in-depth analysis and interpretation of Weber's theory, the study explored the application and impact of bureaucratic management theory in practical organizations. It offers a comprehensive understanding of Weber's bureaucratic management theory, which is of great reference value for researchers and management practitioners.

Scott (2013) explored the relationship between institutions and organizations in organizational theory, including Weber's bureaucratic management theory. Through comparing and analyzing different organizational theories, the study delved into the adaptability and influence of Weber's bureaucratic management theory in institutional environments, provides useful perspectives for understanding the theoretical background and practical application of Weber's bureaucratic management theory.

In summary, these research materials have conducted in-depth studies and practical explorations of Max Weber's Hierarchy Management Theory, emphasizing its application and effectiveness in contemporary organizations. The research covers various aspects including hierarchy and innovation, organizational performance, and institutional environment. These studies not only contribute to a better understanding and application of Max Weber's Hierarchy Management Theory but also hold significant reference value for enhancing organizational effectiveness and performance. They help us recognize the practical value of hierarchy management principles and provide valuable management strategies and practical advice for organizational managers. These research efforts enrich our understanding of hierarchy management, addressing not only the relationship between hierarchy and innovation but also delving into the impact of hierarchy management on organizational performance, as well as the role of the institutional environment in shaping management practices. Ultimately, these studies hold both academic value and have

a positive impact on practical management, making them worthy of further exploration and broad application.

Theories about educational management process

Sue Gunn's concept of management. Sue Gan divided the management process into nine steps, namely, formulation of strategy, determination of authority, planning, management organization, management personnel, leading departments, coordination, work reporting and budget, referred to as (PAPOSDCORB), which provided a guide for university administration.

Henri Fayol's educational management and educational concepts. Henri Fayol believes that university management should have an implementation plan, a reliable organization and management organization, a scientific decision-making team and process control, and the management process is divided into five steps.

Luther Gulick's Seven Processes of Management (POSDCoRB). Luud Gulick believes that there should be seven processes in management, which are: planning, organization, personnel management, command organization, coordination mechanism, report, and budget. This theory provides a theoretical basis for the implementation of process management by university management teams.

In summary, the theories, principles, and practical experiences related to the aforementioned management processes are of significant value to education administrators. They provide guidance to education administrators, aiding in a better understanding and application of the education management processes, ultimately enhancing the effectiveness and outcomes of educational organizations. These theories and principles can assist education administrators in better planning and organizing educational resources to maximize resource utilization efficiency and ensure the achievement of optimal educational objectives within limited resources. Managing human resources is paramount within educational institutions, and the application of these theories and principles can guide administrators in establishing incentive mechanisms to improve employee motivation and educational quality. Through the establishment of a scientific evaluation system, the application of these theories and principles can help administrators better monitor and assess the educational processes, enabling the timely identification of issues and the implementation of improvement measures to enhance the quality of education. Most importantly, the application of these theories and principles encourages

administrators to delve deeper into the education management processes and continuously optimize and innovate in practice, adapting to the ever-changing challenges and opportunities in the field of education, thus achieving a more comprehensive and sustainable educational development.

Concept of university education administrator

Educational administrator definition

University education administrators are the core force of university management and operation, with multiple identities of leaders, organizers, implemutors and executors of university organization and development. They are the backbone of university education reform and play an important leading role in personnel training, scientific research, social service and daily management of the university.

Ren Jun (2001, p.111-113) put forward that the comprehensive quality, professional ability, management level and mental state of leading cadres in colleges and universities are important to the development of colleges and universities, and decide the future and fate of the development of colleges and universities, and put forward specific measures to promote the ability of management cadres in higher education.

Chen Weiping and Chen Gang (2004, p.256-259) hold that to promote the development of colleges and universities, it is necessary to strengthen the selection and training of middle level leading cadres in colleges and universities, strengthen the construction of middle level leading groups in colleges and universities, be good at discovering the problems existing in the management process of leading cadres, and pay attention to the structure, ability and level of management team.

Wang Peigen and Xiong Ying (2005, p.92-93) believed that the structure of middle-level leading cadres in colleges and universities is related to the daily management of colleges and universities, and optimizing the structure of middle-level cadres and the structure of management cadres is of great significance for promoting the construction of college league management teams. Through research, specific measures were put forward to optimize the education structure, title structure and age structure of university management teams.

Ma Sixi (2013, p.301) believes that the middle level leaders of universities play an important role in maintaining the effective operation of universities, participating in the formulation of university strategies, assisting the implementation of university strategies and maintaining the stability of universities, and are the indispensable backbone of universities. In the operation of colleges and universities, middle-level leaders, as the backbone force, mainly assume the roles of strategic participants, organizational communicators, department managers, department stabilizers and future leaders.

Li Zhanjun (2011, p.47-49) it is considered that the important means to promote the development of higher education are to further improve the evaluation system of efficient middle-level leading cadres, enhance the management efficiency of middle-level leading cadres in colleges and universities, and further strengthen the construction, management and supervision of management groups in colleges and universities.

Niu Yuping., & Liu Yu (2012, p.549-552) holding that the middle-level leading cadres of institutions of higher learning are an important force and backbone for promoting the development of higher education, educational reform, personnel training, social service and scientific research, and play an important role in the development of the school cause, it is necessary to further strengthen the construction of the middle-level leading cadres and give full play to the Enhance the enthusiasm of middle-level leading cadres in promoting the reform and development of school undertakings.

Zhang Qin (2016, p.26-29) believes that middle-level leaders in universities and colleges are an important component of the management team of colleges and universities, and play a very important role in promoting the reform and development of colleges and universities, implementing reform measures, and improving the quality of education and teaching.

Luo Jun (2018, p.64-66) Believes that university administrators have important responsibilities in personnel training, scientific research, social service, cultural inheritance and innovation. As the promoters, supporters and executors of the reform and development of colleges and universities, the middle-level leading cadres in colleges and universities need to stand at a new historical height and strengthen their political capacity building in an all-round way.

In summary, the delineation of the research topics above provides a profound analysis of the crucial roles of educational professionals and comprehensively explores the responsibilities and required skills of educational managers within educational institutions. It offers valuable theoretical foundations and practical guidelines to education administrators. This series of research outcomes not only assists in outlining the roles of educational managers but also provides methods for them to gain a deeper understanding and effectively fulfill these responsibilities. These findings offer clear guidance to education administrators, enabling them to better plan, organize, and coordinate educational resources to maximize the development and progress of educational institutions. Additionally, they emphasize the significance of key skills such as communication, leadership, and decision-making, which are essential for the success of managers in complex educational environments. This series of research not only contributes to the individual development of managers but also forms the basis for the overall effectiveness of educational management teams. By delving into management strategies and best practices, educational management teams can better address the increasingly complex and diverse challenges in education, thus enhancing the overall efficiency and competitiveness of educational institutions.

Study on the characteristics of educational administrators

Education administrators are the basic components of the management team of colleges and universities, and the characteristics of education management are mainly manifested in the personal characteristics of managers who play a decisive role in the leadership behavior. Personal characteristics are influenced by the manager's knowledge structure, cognitive structure, emotions, personality qualities, etc. In the management activities of colleges and universities, the individual characteristics of higher education managers show profound knowledge, high leadership level, good emotional management, good execution, high information literacy and strategic planning ability.

Excellent personality traits. Personality is a person's unique self, mainly including temperament, personality, cognitive style and self-regulation, which is an internal strength and internal movement, which is of great significance to the healthy and harmonious development of various undertakings in colleges and universities. It is mainly embodied in three aspects: personality cultivation is the foundation of

leading cadres; Personality cultivation is a powerful driving force for leading thousands of achievements in the cause; Personality cultivation is the core element of strengthening the leadership team of colleges and universities and enhancing the overall function of the leadership team of higher education institutions (Wei Qiyan & Li Danqing, 2016, p.13-14).

High execution ability. It refers to the operational ability to implement strategic intentions and complete predetermined goals. For the team, the individual's ability to execute will determine the efficiency and effectiveness of the set goal. For university administrators, it is the ability to deeply implement school decisions, that is, execution, and colleges and universities use execution as an indicator to evaluate when appointing cadres (Gu Yongsi, 2012, p.52-55).

Good communication skills. Communication and coordination ability is an important working ability of college administrators, for school management, the realization of school goals, the condensation of school culture, the construction of campus atmosphere, the coordination of work, etc. are inseparable from communication, school middle-level cadres are the bridge of communication within the school, and the performance ability level of middle-level cadres directly affects the implementation of the school's strategic decision-making (Li Hongyan et al, 2013, p.39).

Strong learning ability. Learning ability is an intrinsic requirement for improving the administrative management of colleges and universities, and it is also a practical need to promote the development of school undertakings. Leading cadres must not only be good at learning new theories and new knowledge, but also good at learning from practice, carrying out in-depth investigation and research, and be good at applying new theories and knowledge to the whole process of management (Yu Lili, 2010, p.4-7).

Scientific management ability. As a front-line manager at the grassroots level, it is very important for middle-level leading cadres to fulfill their leadership responsibilities of leading teams, leaders and doing good things, building a good team, and strengthening their quality construction, and strengthening the management ability of middle-level cadres plays a decisive role in promoting the reform and development of colleges and universities (Lin Lixin, 2013).

In summary, researching the characteristics of education managers holds significant importance for educational administrators and institutions. This research

provides guiding information that aids in gaining a deeper understanding and development of traits suitable for education managers, while also exploring the impact of various traits on managerial work. This process helps managers better recognize their strengths and areas for improvement, enabling them to take appropriate measures to enhance their managerial capabilities. Studying manager traits can provide a scientific basis for recruiting and selecting suitable managers. Understanding which traits are associated with successful managerial roles helps educational institutions more accurately assess candidates' potential and adaptability during the recruitment process. This helps prevent misselection and ensures the appointment of managers with the necessary traits, thereby improving the performance and efficiency of educational institutions. Researching manager traits also contributes to the design of effective training and development programs. By identifying areas where managers may lack proficiency, educational institutions can offer targeted training to address these shortcomings and enhance managers' competence and abilities. Customized training programs can more effectively aid managers in their growth and better equip them to tackle complex and ever-changing managerial challenges.

Related research on educational administrators

With the development of higher education, the research of education management also presents a multi-dimensional, refined research trend, in China's university administrative management system, the job responsibilities of education administrators have diversified characteristics, and the research on education administrators is also richer, such as: research on adult education administrators, research on administrative education administrators, research on mental health education administrators, research on the characteristics of education administrators, Regarding research on the training mechanism of educational administrators, etc., this section will review the research on educational administrators in recent years.

1. Specialized research for educational administrators

The specialization of education managers refers to the process by which personnel engaged in management work in the field of education acquire certain professional knowledge and skills through systematic learning and professional training to improve management ability and level. The goal of the specialization of education managers is to cultivate professionals with good theoretical and practical

knowledge of education management, scientific decision-making ability and organizational management ability, and effective education management work.

Zhang Jingmei (2004, p.19-21) it is believed that with the development of social economy, the social division of labor is becoming more and more detailed, and higher requirements are put forward for the professional quality of college managers, and the construction of a professional and expert college education management team is a necessary requirement to adapt to the development of higher education, and puts forward suggestions for the professional development of education management team from the three dimensions of macro, meso and micro.

Chen Wenxiang and Lin Fang (2013, p.103-105) it is believed that in addition to building a professional education management team, a scientific management system is also needed, and higher education management should transition from traditional management theory to professional management theory, and advocate a refined, standardized and process-oriented management model to cope with various challenges faced by colleges and universities.

Wang Wenjie (2013, p.40-43) it is proposed that under the background of the refinement of social division of labor, expert management schools have become the mainstream trend of the development of colleges and universities, and cultivating a professional management team is a realistic demand for the development of higher education in China. College education managers should continuously improve their professional quality, improve the professional management level around college management, and become professional education managers.

Guo Wei et al (2014, p.125-127) it is believed that after entering the new century, the traditional concept of education management can no longer meet the current management needs, and it is urgent to build a professional team to participate in university governance, and university governance should be good at learning from foreign education management experience to solve the problems existing in the process of Chinese college education administrators participating in education management activities.

In summary, the research findings above underscore the critical role of professionalism and competence within management teams in the modern education landscape. As the education sector continues to evolve with increasingly complex managerial demands, educational administrators must possess a high level

of expertise and outstanding management skills to ensure the smooth operation and continuous advancement of educational institutions. In today's educational arena, managers need to not only comprehend educational theory and practice but also possess a wide range of abilities, including leadership, communication, and decision-making. They must be capable of devising strategic plans, efficiently allocating resources, supervising and evaluating educational processes, as well as collaborating and coordinating with various stakeholders. This array of responsibilities necessitates managers to possess not only expertise in the field of education but also interdisciplinary competencies. These research findings provide valuable insights and guidance for the development of higher education management teams. Higher education institutions, as integral components of the educational sector, directly influence educational quality and the reputation of the school through the quality and competence of their management teams. By delving into the study and application of management theories, practices, and experiences, higher education administrators can better meet the strategic goals of their institutions, enhance the quality of education and instruction, and elevate their institutions' international competitiveness.

2. Research on female education administrators

Female education administrators are women who work in the field of education and who hold educational management positions and have relevant professional knowledge and skills. With the advancement of society and the improvement of awareness of gender equality, more and more women are involved in the field of education management and play an important role in it.

Liu Liqun (2002, p.98-100) it is believed that women have their unique personality charm, and in engaging in educational management activities, they also reflect different management styles, such as female educators are more patient, responsible and enterprising, have better language expression skills, and show better coordination ability, affinity and communication skills in daily education management.

Zhang Aishu and Yuan Yingju (2006, p.100-104) through the cognitive analysis of female management, the realization of the personal value of female managers in colleges and universities is proposed. The study found that by seeking the appropriate balance between self-awareness and social identity, the self-worth and

social value of female college managers can be maximized.

Xu Yanli and hang Xia (2006, p.14-16) believing that female education managers are getting more and more attention and are an important part of human resources in higher education, at present, there are still many factors that restrict the development of female education managers, and it is proposed to improve the development environment of female educators through three aspects: personal, school management, and social support.

Shu Jia (2009, p.13) Through the survey and research, it is found that female managers have accounted for a certain proportion in the management team of colleges and universities, and have become an important force to promote the development of colleges and universities, but due to the influence of social factors and personal factors, the development of female education managers has also been affected to varying degrees, and colleges and universities should pay more attention to the development of female education managers.

In conclusion, addressing the issues faced by female managers in higher education has become a crucial topic within the field of educational management. This subject encompasses various aspects, including the role, status, and development of female managers, gender and role conflicts, self-awareness, and social identity. Research in these areas holds significant reference value for understanding and improving the current status of female managers in higher education. Research on the role of female managers helps uncover their specific responsibilities and functions within the management hierarchy. This aids in understanding their positions within organizations and the roles they play in decision-making and execution, thereby providing them with better development opportunities. Studies on gender and role conflicts delve into the balancing act that female managers often face between work and family responsibilities, as well as the struggle between gender expectations and career development. This can encourage society to pay more attention to work-life balance, offering flexible work arrangements and support mechanisms. Research into the self-awareness and social identity of female managers helps in understanding their career motivations and job satisfaction. This can serve as inspiration for nurturing more female leaders and encouraging them to pursue careers in higher education management. In summary, the exploration of issues related to female managers in higher education is vital for

promoting gender equality, providing equal opportunities, and enhancing the overall effectiveness and diversity of leadership within educational institutions.

3. Research on continuing education administrators in colleges and universities

The management of continuing education in colleges and universities refers to the process by which colleges and universities provide various continuing education programs and services in order to meet the continuing learning needs of people from all walks of life, and effectively manage these programs and services. The goal of continuing education management is to improve the quality and efficiency of continuing education in colleges and universities, meet the needs of learners, and promote socio-economic development.

Lin Shiyuan and Dai Meijiao (2008, p.49-50) from the perspective of international perspective, the relevant research of continuing education managers in developed countries is reviewed, and the successful experience of continuing education managers in developed countries is introduced from many aspects such as theoretical research, education legislation, qualification recognition, education and training, and professional organizations, and the experience of education management teams in developed countries is very important, which has very important theoretical value for the construction of continuing education management teams in China.

Yu Xiaoping and Chen Hao (2014, p.6-9) it is proposed that continuing education management urgently needs to build a professional continuing education management team to improve the professional level of continuing education management, and through investigation and research, the ability and quality of continuing education managers in colleges and universities are analyzed, and the ways and methods for continuing education managers to improve their specialization are proposed.

Liu Fengyue (2014, p.18-23) it is believed that some progress has been made in the research of continuing education administrators in China, and the connotation, definition, standards and theoretical basis of continuing education administrators have been discussed, and the relevant status quo of continuing education managers has been sorted out and summarized, and it is proposed to strengthen the system construction, team building, and ability improvement of continuing education managers to promote the professional level of continuing education managers.

Yang Yueyuan and Kang Heping (2015, p.36-39) it is proposed to strengthen the training of continuing education managers, and to improve the professional level of continuing education managers, and to establish a sound material guarantee mechanism and institutional guarantee mechanism for continuing education managers to ensure that the training of continuing education managers in colleges and universities can be carried out smoothly, so that the professional level of continuing education managers can be continuously improved.

Zhang Jun et al (2016, p.144-146) it is believed that the continuing education management team must develop in the direction of specialization, strengthening the professionalization of the continuing education management team and the construction of the expert team is a very important task in the management of colleges and universities, and it is necessary to pay attention to the professional knowledge and ability training of continuing education managers, so as to promote the development of continuing education in colleges and universities.

The above-mentioned research literature, from various angles and research methods, explores the professional development of adult education managers, providing valuable references and insights for strategies to enhance higher education management teams. These studies contribute to a more comprehensive understanding and improvement of the effectiveness of management teams. These research findings underscore the significance of professional development for managers in the field of adult education. Managers must continuously learn and update their knowledge to adapt to the ever-evolving educational environment. Simultaneously, they need to enhance their leadership and management skills to better address various challenges. These studies offer rich resources and guidance for the professional development of adult education managers, providing valuable lessons for strategies to elevate higher education management teams. The outcomes of these studies encourage managers to relentlessly pursue professional development, enabling them to make greater contributions to the progress and development of the education sector.

4. Research on the incentive mechanism of education administrators

The incentive mechanism of education managers refers to a series of measures and policies to stimulate and promote the enthusiasm, creativity and work motivation of managers to improve their performance and effectiveness.

Zheng Weichuan (1993, p.12-13) the Western incentive theory is reviewed, the incentive theory was first applied to enterprise management, with the continuous enrichment of incentive theory, it has also been fully applied in the field of education management, in college management activities, it is necessary to fully apply the two-factor theory, expectation theory, fairness theory to motivate managers' work behavior and emotional state, and mobilize the enthusiasm of managers by setting reasonable goals and reward mechanisms.

Lu Ming (2002, p.10-13) it is believed that in addition to the ability and quality of leaders, education managers also need tontroduce incentive mechanisms to stimulate the vitality of management teams and managers, standardize education management activities by establishing an evaluation and guidance system for management teams and individual assessment mechanisms for managers, and stimulate the enthusiasm of managers and officers to start businesses.

Liu Jinfeng (2023, p.98-104) it is believed that as university managers, they should be good at applying the concept of incentive mechanism, strengthen the management of employees, and maximize the enthusiasm, initiative and creativity of employees by formulating scientific and reasonable incentive measures, so as to promote the continuous deepening of college education reform and the forward development of education, so as to improve the level of talent training, scientific research and social services, and enhance the market competitiveness of colleges and universities.

Wang Aixiu (2009, p.96-100) it is proposed that the incentive and constraint mechanism of university managers has an impact on the career development of colleges and universities and the administrative management of colleges and universities, and it has been proved through research that improving the corporate governance structure, establishing an accountability mechanism, and disclosing internal management information are the main channels to solve the current incentive and constraint mechanism of senior managers.

Cai Zhiwen (2011, p.153-155) the incentive mechanism has a very important practical significance for the management of colleges and universities, and after long-term development, the incentive mechanism of colleges and universities has formed a relatively complete incentive system, and it is believed that in the process of implementing incentive management, we should pay attention to the sense of

incentives, further enrich the incentive forms of education managers, attach importance to the fairness of incentives, and build a fair, just and reasonable incentive system with a systematic concept.

Ma Jun et al (2015, p.79-92) it is believed that motivation theory generally refers to the process of maximizing employees' commitment to the organization and work through specific methods and management systems. It is conducive to motivating people. After research, it is found that the motivation theory basically covers all aspects of society, and is also widely used in college education management, which is constantly promoting the development of university organization and management.

In summary, educational administrators play a crucial role within the education system. Through comprehensive studies of educational administrators, we can provide theoretical support and practical guidance for improving educational management efficiency and promoting educational development. While the above is just an overview of some research summaries, specific research content needs to be further expanded and deepened based on actual needs and specific issues. In-depth research can cover various aspects of educational administrators, including their leadership styles, decision-making processes, teamwork, educational policy formulation, and more, to gain a more comprehensive understanding of their roles and influence. These studies not only contribute to enhancing the quality and efficiency of educational management but also provide strong support for the cultivation of more outstanding educational administrators, thereby driving continuous progress in the education system.

Concept of university management team

University education management team definition

The management team of colleges and universities is the main force for implementing the administrative management of colleges and universities and promoting the development of colleges and universities, and has a common long-term goal, and is the manager, organizer and implementer of school education and teaching activities, school talent training, scientific research, social services and talent training, and has a relatively mature management team and team building mechanism. College management team according to the hierarchical management

theory, the team members are divided into different levels, team members have leadership characteristics, have good comprehensive quality, each member plays a different role in the position, there are clear tasks and division of labor, team members are mainly composed of school leaders, school middle-level cadres, academic experts, education and teaching experts, etc., the appointment of team members is selected by the school according to the relevant regulations of management team. After years of development, the university management team has formed a relatively complete management system, which provides a guarantee for promoting the construction of the university management team.

Tosey et al (2015, p.175-194) based on the case study of team college model, the study believes that the learning education management team plays an important role in university management, and the learning education management team has four characteristics: social embeddedness, reality world, identity formation and standardization.

Zhang Hongfei and Han Yajie (2016, p.239) it is believed that university management team is an important part of university management work, which needs to be undertaken by the university management work, so sufficient attention should be paid to the construction of university management team. At present, there are still some problems in the construction of management team in colleges and universities, such as the lack of attention from the leaders, the low quality of the management team and the relatively low treatment of the team.

Jing Huilan and Lin Mu (2016, p.175-178) believes that the construction of university management team is related to the healthy growth of students, the deepening reform of higher education and the harmonious development of society. At present, the management team of colleges and universities has some difficulties, such as deep-rooted traditional ideas, mismatch between ability and quality and post demand, and imperfect management supervision and assessment system. In view of the current situation of management team construction in colleges and universities, effective countermeasures should be taken in time to change the ideas of management personnel, cultivate service consciousness, optimize the source of team, enhance business ability, improve system norms, and innovate management mode.

Zhang Jianbing (2016, p.52-55) believes that strengthening the professionalization of university management teams is an important support for building first-class universities. At present, there are still many problems in the professional construction of university management team in our country. We should learn from the experience of foreign first-class universities in professional construction, and further strengthen the professional construction of university management team through post setting, selection and recruitment, evaluation and incentive, training and other means.

Wang Weimin (2016, p.87-91) believes that it is necessary to learn from the construction mode of management teams in foreign universities, further strengthen the construction of management teams in Chinese universities through cadre selection and recruitment, classified management, evaluation system and training system, and explore a road suitable for the construction of management teams in Chinese universities.

Rutherford (2016, p.119-144) by studying the presidents and academic presidents of American universities of higher education, designing statistical data templates, and analyzing the collected data, it is concluded that the different educational background, experience, educational background and social relations of university administrators have an impact on the values of the administrators, thus affecting the decision-making of the university management team, which will also affect the efficiency of the university management team.

LAN Xiang et al (2017, p.238) it is believed that under the background of the construction of "double first-class universities", higher requirements are put forward for university management teams. To improve the efficiency of talent training and promote the sustainable development of higher education, management teams need to have higher management level, management ability and management literacy. It is suggested that the whole level of university management team can be improved by renewing ideas, strengthening personnel training and effectively motivating.

Xie Bo (2017, p.82-84) believes that administrative management is an important content of university management, and the effectiveness of university administrative management directly depends on the comprehensive strength of university administrative team. As the main body of administrative management,

strengthening the quality of administrative management team can effectively guarantee the effectiveness of administrative management and promote the standardization of administrative management in colleges and universities.

In summary, recent studies have underscored the pivotal role of university management teams in the overall governance and success of higher education institutions. These teams are characterized by their social embeddedness, real-world relevance, identity formation, and standardization. The literature highlights the need for attention to the development and quality of these teams, as they are integral to student growth, educational reform, and societal harmony. Current challenges include outdated traditional thinking, a mismatch between team capabilities and job requirements, and an inadequate management and assessment system. To address these issues, it is suggested that a shift in managerial mindset, enhanced training, improved recruitment practices, and innovative management models are necessary. Additionally, the professionalization of management teams is seen as crucial for achieving excellence in universities, with recommendations to draw on international best practices in team building. The impact of administrators' educational backgrounds and experiences on their decision-making and the overall efficiency of university management is also noted, emphasizing the importance of a well-rounded and capable administrative team in driving effective university governance and administrative management.

Research on measurement methods of management team

Team goal assessment Scale

The Team Goal Assessment Scale is a widely used management effectiveness assessment tool to evaluate the setting and achievement of team goals. The assessment scale is designed to help team members and leaders assess several key aspects of a team's goals, including clarity, measurability, challenge, and adaptability of goals. By using this scale, teams can better understand whether their goals are clear, can be measured and tracked, and are challenging and adaptable enough to drive team development and achieve higher performance. The Team Goal Assessment Scale can be a useful tool to help teams identify and address potential issues in the process of setting and achieving goals, and to provide directions and recommendations for improvement. The team goal evaluation index system is shown in Table 2.1.

Table 2.1 Team goal evaluation index system

	Proposer(s)	Dimension	Main Content of Assessment
1	Klein, H. J (1999)	Goal Commitment	Desire and determination to achieve a goal, effects on performance and motivation
2	Latham, G. P (2005)	Work Motivation Theories	Overview of classic motivation theories, goal-setting theory, self-efficacy theory, cognitive evaluation theory
3	Seijts, G. H (2005)	Goal Type Selection	Advantages and disadvantages of learning goals vs. performance goals, recommendations for goal selection
4	Mento, A. J (1987)	Goal Setting Impact	Positive impact of goal setting on task performance, conditions and limitations
5	Erez, M (1983)	Goal Acceptance	Role of goal acceptance in goal setting success, correlation with task performance
6	Locke, E. A (2007)	Goal-Setting Theory Development	Fundamental principles, empirical findings, application areas, future research directions

Klein et al (1999, p.885-896) examined the relationship between goal commitment and the goal-setting process and provided conceptual clarity through the synthesis of empirical research findings. The study found that goal commitment refers to an individual's desire and determination to achieve a goal, while the goal-setting process refers to the process of setting and accepting goals. By integrating the results of multiple studies, they provided a theoretical framework for goal commitment and the goal-setting process, and explored their effects on performance and motivation.

Latham and Pinder (2005, p.485-516) reviewed the development of work motivation theory and research in the early 21st century. They provided a comprehensive overview of work motivation, including classic motivation theories,

goal-setting theory, self-efficacy theory, and cognitive evaluation theory. They discussed the development and application of these theories and proposed directions and challenges for future research.

Seijts and Latham (2005, p.124-131) explored the question of when learning goals and performance goals should be used. Learning goals emphasize individuals' improvement through acquiring new knowledge and skills, while performance goals emphasize achieving specific outcomes and results. The authors discussed the advantages and disadvantages of these two types of goals and provided recommendations for selecting appropriate goals in different contexts.

Mento et al (1987, p.52-83) conducted a meta-analysis of multiple studies on the effects of goal setting on task performance from 1966 to 1984 and summarized the effects of goal setting. The researchers found a significant positive impact of goal setting on task performance. They also discussed the conditions and limitations of goal setting and provided suggestions for future research.

Erez and Kanfer (1983, p.454-463) investigated the role of goal acceptance in goal setting and task performance. The study argued that the success of goal setting depends not only on the setting of goals themselves but also on the degree of acceptance by individuals. They introduced the concept of goal acceptance and discussed its relationship with task performance. The results indicated a positive correlation between goal acceptance and task performance, suggesting that individuals who accept goals perform better. The researchers also explored the mechanisms of goal acceptance and its application in management practices.

Latham and Locke (2007, p.290-300) reviewed the new developments in goal-setting research and discussed future research directions. They presented the fundamental principles of goal-setting theory and the main findings of empirical research. They discussed the application areas of goal setting, including organizational management, education, and personal development. They identified challenges and directions for future research, such as the dynamics of goal setting, individual differences, and shared goals.

In summary, the aforementioned studies provide a theoretical framework for understanding the relationship between goal commitment and goal setting processes, and explore their impact on performance and motivation. Goal commitment is defined as an individual's desire and determination to achieve goals,

while the goal setting process refers to the process of setting and accepting goals. The synthesis of empirical research findings indicates a significant positive impact of goal setting on task performance. Additionally, researchers have examined the timing of using learning goals and performance goals, with learning goals emphasizing individuals' improvement through acquiring new knowledge and skills, while performance goals emphasize achieving specific outcomes and results. The studies also reveal a positive correlation between goal acceptance and task performance, indicating that individuals who accept goals perform better. These studies provide valuable insights for understanding and applying goal setting and work motivation. Future research directions include exploring the dynamics of goal setting, individual differences, and goal sharing, as well as addressing the challenges of applying goal setting in areas such as organizational management, education, and personal development.

Leadership Style Assessment Scale

The Leadership Style Assessment Scale is a tool used to assess the leadership style displayed by leaders when managing their teams. These scales are usually based on a series of questions or statements that the assessee is asked to answer based on their own observations and experiences. By analyzing the respondent's responses, the leader's style can be assessed and analyzed. These scales can help team members and organizations understand characteristics such as leaders' behaviors, decision-making styles, communication styles, and ways to motivate and support team members. By assessing leadership styles, teams can better understand leaders' strengths and weaknesses and provide guidance and recommendations for improving the team's management effectiveness. The leadership Style evaluation index system is shown in Table 2.2.

Table 2.2 Leadership Style evaluation index system

	Proposer(s)	Dimension	Main Content of Assessment
1	Yukl, G (1999)	Conceptual Clarity	Evaluation of transformational and charismatic leadership theories, identification of conceptual weaknesses
2	Podsakoff, P. M (1996)	Leadership Impact	Transformational leadership behaviors, their impact on employee trust, satisfaction, and organizational citizenship behaviors
3	Judge, T. A (2004)	Leadership Style Dimensions	Assessment of leadership behavior across nine dimensions using MLQ, exploring the relationship with leadership background
4	Antonakis, J (2003)	Leadership Effectiveness	Meta-analysis comparing transformational and transactional leaders, their impact on employee performance
5	MacKenzie, S. B (1996)	Leadership Alternatives	Impact of transformational leadership behaviors and leadership alternatives on employee satisfaction, commitment, trust, and organizational citizenship behavior

Yukl (1999, p.285-305) this paper mainly explores some of the conceptual problems and shortcomings of transformational leadership and charismatic leadership theory. The ambiguity in the definition and measurement of these theories has led to questioning their reliability and validity. The theory of transformational leadership and charismatic leadership is criticized and evaluated, and some conceptual weaknesses are pointed out. This has certain enlightenment significance for the further improvement and development of these theories.

Podsakoff et al (1996, p.259-298) the impact of transformational leadership behaviors on employees' trust, satisfaction, and organizational citizenship behaviors on leadership was studied. Transformational leadership refers to leadership styles

that unleash the potential of employees and promote their growth and development. The leadership evaluation system was designed, and the questionnaire survey method was adopted to collect data on employees' leadership behavior, trust, satisfaction and organizational citizenship behavior, which provided a reference for the evaluation of leadership.

Judge and Piccolo (2004, p.755-768) the study used MLQ, a widely used leadership style assessment scale, to assess leaders' leadership behavior across nine different dimensions. These dimensions include: idealized influence, motivational incentive, motivational incentive, personalized care, intellectual stimulation, personalized motivation, management, transactional leadership, and explore the relationship between the leadership style dimension and leadership background.

Antonakis et al (2003, p.261-295) a meta-analytical study published by Tudge and Biccolo in 2004. The study aims to compare the relative validity of transformational and transactional leaders. The research team summarized the impact of transformational and transactional leaders on employee performance by analyzing data from 88 separate samples. Studies have found that transformational leaders are more effective at predicting employee performance. Transformational leadership positively impacts employee performance by stimulating intrinsic motivation, unleashing their creativity and potential, and providing personalized attention and support. Transactional leaders, on the other hand, primarily motivate employees by giving rewards and punishments, have a limited impact on employee performance.

MacKenzie et al (1996, p.259-298) explore the impact of transformational leadership behaviors and leadership alternatives on employee satisfaction, commitment, trust, and organizational citizenship behavior. Research shows that transformational leadership behaviors have a positive impact on employee satisfaction, commitment, and trust, and promote organizational citizenship behavior. In addition, the study found that leadership alternatives can in some cases compensate for deficiencies in leadership behavior, positively impacting employee satisfaction, commitment, and trust.

In summary, leadership has a multifaceted impact on the effectiveness of management teams and is crucial for achieving success. A skilled leader possesses the ability to motivate and coach team members, fostering their growth and

development. By providing guidance and support, leaders empower individuals to reach their full potential, ultimately enhancing the efficiency and performance of the entire team. Excellent leaders can stimulate innovation and critical thinking within the team. They excel at creating an environment that encourages creativity, risk-taking, and the exploration of new ideas. By fostering a culture of innovation, leaders inspire team members to break free from fixed thinking patterns, leading to new insights, solutions, and improved processes. In conclusion, effective leadership plays a pivotal role in the effectiveness of management teams. Competent leaders motivate, communicate, stimulate innovation, nurture development, and build trust and cohesion. By embodying these qualities, leaders can enhance team performance, foster a culture of success, and drive the overall development and achievement of the team.

Teamwork assessment scale

The Teamwork Assessment Scale is a tool used to assess and measure the level of cooperation between team members. It can help team leaders or researchers understand how well the team is working together and identify potential problems so that they can take appropriate action to improve. This assessment scale has a wide range of applications in the fields of team building, management team and research. By using the Teamwork Assessment Scale, team leaders can obtain objective data on teamwork, understanding the degree of collaboration among team members, communication effectiveness, conflict management, and goal consensus. This data can help them identify problems in their team and develop improvement plans to improve the team's collaboration effectiveness and overall performance. At the same time, researchers can also use the teamwork assessment scale to conduct scientific research, explore the relevant factors and influence mechanisms of teamwork, and provide support for the theoretical construction of management team and organizational behavior. In conclusion, the Teamwork Assessment Scale is a useful tool to help people better understand and improve the effectiveness of teamwork, and the teamwork evaluation index system is shown in Table 2.3.

Table 2.3 Teamwork evaluation index system

	Proposer(s)	Dimension	Main Content of Assessment
1	Salas, E (2008)	Teamwork Evaluation Indicators	Communication, trust, role assignment, goal sharing, and methods for teamwork evaluation
2	Mathieu, J. E (2008)	Team Effectiveness	Characteristics, dynamics, decision-making, leadership, training, and the development of accurate scales
3	Tuckman, B. W (1977)	Group Development Stages	Formation, contradiction, norming, and performing stages in group development
4	Hackman, J. R (2002)	Team Performance Framework	Five Rules for creating efficient, high-performing teams (clear goals, resources, structures, interaction, meaningful work)
5	Katzenbach, J. R (1993)	Teamwork Principles	Common goals, clear roles, communication, collaboration, trust, and conflict resolution
6	Hoegl, M (2001)	Teamwork Quality	Interaction, communication, collaboration, trust, and their impact on innovative project success
7	Morgeson, F. P (2010)	Team Leadership Structure	Functional approach to team leadership involving external, internal leaders, and team members

Salas et al (2008, p.540-547) review studies of research teams, teamwork and team performance summarize the findings and developments of teamwork assessment and provide relevant theoretical and empirical evidence. Teamwork is defined and the importance of teamwork to team performance is emphasized, including improving creativity, decision-making quality, and problem-solving skills. The study provides some commonly used teamwork evaluation indicators, including communication, trust, role assignment, goal sharing, etc. among members, and designs teamwork evaluation methods.

Mathieu et al (2008, p.410-476) this paper reviews the latest developments in team effectiveness research between 1997 and 2007 and looks forward to future

developments. The influence of team members' characteristics, team dynamics, team decision-making, team leadership and team training on team effectiveness was discussed. The author synthesizes a large number of research results and puts forward some key findings and conclusions, which have important implications for the theory and practice of team effectiveness. The advantages and limitations of existing scales are pointed out, and future research directions are proposed, including the development of more accurate scales, the exploration of multi-dimensional assessment methods of team effectiveness, and the in-depth study of the relationship between team effectiveness and performance.

Tuckman and Jensen (1977, p.419-427) the stage theory of group development was revisited and the original Tuckman model was revised. Divided into four stages: formation, contradiction, normative and implementation, the re-examination provides researchers and practitioners with a deeper understanding and application. It is an important guide for teamwork assessment and team building, which can help people better understand and promote the development and growth of the group.

Hackman (2002) the critical role of team leaders in shaping team performance is explored. A framework called the Five Rules is proposed to help team leaders create efficient, high-performing teams. These rules include: Set clear team goals, provide appropriate resources, establish supportive team structures, facilitate interaction between team members, and provide meaningful work. Provides valuable coaching and practical advice to team leaders to help them build high-performing teams. It highlights the important role of team leaders in creating good team performance and provides a set of practical principles and approaches.

Katzenbach and Smith (1993) the importance of teamwork was emphasized, and it was believed that teams can complete tasks and solve problems more effectively than individuals. Provides practical tools and techniques to help managers understand how to foster teamwork, build trust, and resolve conflicts. Believe that high-performing teams need to have common goals, a clear division of roles, effective communication and collaboration, and mutual trust and respect. Through examples and case studies, the authors show readers how these principles can be applied in real-world situations to build high-performing organizations.

Hoegl and Gemuenden (2001, p.435-449) a theoretical concept is presented that teamwork quality is essential for the success of innovative projects, supported by empirical research. Introduces the concept of teamwork quality, including factors such as interaction, communication, collaboration, and trust among members. The relationship between the success of innovative projects and the quality of teamwork is discussed, and some hypotheses are proposed. The findings show that the quality of teamwork has a significant impact on the success of innovation projects. High-quality teamwork promotes information sharing, knowledge transfer, problem solving, and innovative thinking, thereby increasing the success rate of innovative projects.

Morgeson et al (2010, p.5-39) a functional approach to team leadership is explored to help people understand team leadership structures and processes. The authors argue that team leadership does not just refer to the behavior of one person, but rather a collective process involving multiple roles and functions. They propose a team leadership model that includes multiple levels of external leaders, internal leaders, and team members. Through the study of different types of teams, the impact of team leadership structures and processes on team performance is analyzed. Studies have found that effective team leadership structures and processes can improve team performance by facilitating collaboration, communication, and goal attainment.

In summary, factors such as team member characteristics, team dynamics, team decision-making, team leadership and team training have a certain impact on team effectiveness, which provides guidance for teamwork evaluation and team building. The importance of teamwork was emphasized, and tools and techniques were provided to foster teamwork and conflict resolution. This paper discusses functional approaches to team leadership, and concludes that effective team leadership structures and processes can improve team collaboration and performance.

Team Communication Assessment Scale

The Team Communication Assessment Scale is a commonly used tool to assess the effectiveness of a team's communication and the quality of communication between team members. By using this scale, teams can assess the intensity, accuracy, timeliness, and efficiency of their communications, as well as mutual understanding and information sharing among team members.

The Team Communication Assessment Scale usually contains a series of questions or statements that ask team members to evaluate the team's communication effectiveness based on their own experience and observations. These questions may relate to how information is exchanged between team members, the frequency of communication, the choice of communication channels, and the clarity and completeness of the communication content.

Through effective communication, communication problems can be identified, teamwork can be promoted, work efficiency can be improved, and team cohesion can be enhanced. The team communication evaluation index system is shown in Table 2.4.

Table 2.4 Team communication evaluation index system

	Proposer(s)	Dimension	Main Content of Assessment
1	Chiu, C. J (2014)	Team Communication Effectiveness and Quality	Impact on team performance and member satisfaction, methods for developing and validating assessment scales
2	Anderson, N. R (2018)	Team Communication Checklist	Series of questions for self-assessment, empirical studies for reliability and validity
3	Frankel, A (2017)	Communication quality	Quality and effectiveness in information sharing, collaboration, decision-making, problem solving
4	Marlow, S. L (2016)	Impact Analysis of Team Communication	Relationship between communication and performance, different dimensions of communication
5	Hartner-Tiefenthaler, M (2022)	Team Communication Effectiveness Scale	Multiple dimensions for evaluating quality and effectiveness through surveys and observations
6	Potter, R. E (2002)	Communication satisfaction	Experience and satisfaction in virtual environments, validity and reliability verification

Table 2.4 (Continued)

	Proposer(s)	Dimension	Main Content of Assessment
7	Muszynska, K (2018)	Project Team Communication Scale	Quality and effectiveness in project teams, good reliability and validity
8	Woldearegay, A. G (2012)	Team Communication Satisfaction Scale	Satisfaction with team communication, validated through surveys and analysis
9	Sullivan, P. J (2011)	Sports Team Communication Scale	Quality and effectiveness in sports teams, verified reliability and validity

Chiu (2014) development and validation of a team communication assessment scale. The scale is designed to evaluate the effectiveness and quality of communication between team members, as well as the impact of team communication on team performance and member satisfaction. Researchers may describe their methods and processes for developing and validating team communication assessment scales. By using this Team Communication Assessment Scale, researchers can assess the effectiveness of communication among team members and understand the impact of team communication on team performance and member satisfaction. Educate researchers and organizations on the importance of team communication and provide guidance to improve team communication.

Anderson and West (1998, p.235-258) a tool called Team Communication Checklist is available to evaluate communication within a team. The checklist contains a series of questions that team members need to answer to assess their team communication. The researchers designed the list using scientific rigor and conducted empirical studies to verify its reliability and validity. The findings suggest that using this checklist can effectively assess the effectiveness of team communication and help provide guidance for improving team communication.

Frankel et al (2007, p.549-558) a scale was developed to assess the effectiveness of the healthcare team in communication. This scale contains a series

of questions or statements that assess the quality and effectiveness of communication between care team members. By using this scale, researchers can quantitatively assess aspects of team communication, such as information sharing, collaboration, decision-making, and problem solving.

Marlow et al (2018, p.145-170) through the comprehensive analysis of multiple relevant literatures, this study analyzes the impact of team communication on team performance, introduces the indicators and variables used in different studies, and the statistics on sample size, sample characteristics, measurement tools and statistical methods in the study. It is believed that there is a significant positive relationship between team communication and team performance, that is, the better team communication, the higher the team performance. Second, the researchers also found that different dimensions of team communication (such as information sharing, opinion exchange, decision-making negotiation, etc.) may have different effects on performance.

Hartner-Tiefenthaler et al (2022, p.1-17) develop and validate a scale to assess the effectiveness of team communication. The research team collected a large amount of data through surveys and field observations of multiple teams. A reliable and effective team communication effectiveness assessment scale was developed that includes multiple dimensions to evaluate the quality and effectiveness of communication between team members.

Potter and Balthazard (2002, p.423-443) a virtual team communication scale was designed and its validity and reliability were verified through empirical research. The study subjects were team members working in a virtual environment who assessed their communication experience and satisfaction by completing a virtual team communication scale. The results of the study can be provided to team leaders and organizational managers to help them understand how the team is communicating, identify problems and take appropriate action to improve them.

Muszynska (2018, p.63-79) introduced a scale for measuring team communication in project-based work, known as the Project Team Communication Scale. The development and validation of this scale aimed to provide a reliable and effective tool for assessing the quality and effectiveness of communication within project teams. The research findings indicated that the Project Team Communication Scale demonstrated good reliability and validity, enabling researchers and

organizations to evaluate and enhance the communication effectiveness of project teams.

Woldearegay (2015, p.1-26) described a scale for measuring team communication satisfaction, known as the Team Communication Satisfaction Scale. The research aimed to develop a reliable and effective tool for assessing team members' satisfaction with team communication. Through surveys and analysis of multiple teams, the scale's reliability and validity were validated. The research findings suggested that the Team Communication Satisfaction Scale could help organizations understand team members' perceptions and evaluations of team communication, thereby improving communication effectiveness and team dynamics.

Sullivan and Short (2011, p.471-487) introduced a scale for assessing communication in sports teams, known as the Sports Team Communication Scale. The research aimed to develop a reliable and effective tool for evaluating the quality and effectiveness of communication within sports teams. Through surveys and analysis of different sports teams, the scale's reliability and validity were verified. The research findings indicated that the Sports Team Communication Scale could assist coaches and athletes in understanding the communication dynamics within their teams and making targeted improvements to enhance teamwork and performance.

In summary, the above research materials cover the development and validation of team communication assessment tools, as well as the impact of team communication on team performance and member satisfaction. These tools include team communication assessment scales, team communication checklists, healthcare team communication effectiveness assessment scales, team communication effectiveness assessment scales, virtual team communication scales, project team communication scales, team communication satisfaction scales, and sports team communication scales. Their reliability and validity have been verified through scientific methods and empirical research. The research findings indicate that using these scales can assess the effectiveness of communication among team members and understand the impact of team communication on team performance and member satisfaction. The aforementioned research is significant for understanding the importance of team communication and how to improve it. By using these scales, researchers and organizations can quantitatively evaluate the quality and effectiveness of team communication and take appropriate measures to enhance it.

These research findings can also provide information to team leaders and organizational managers about the state of team communication, helping them identify issues and take appropriate actions to improve team communication.

Team decision effectiveness evaluation Scale

The Team Decision Effectiveness Assessment Scale is a tool used to evaluate the effectiveness of team decision-making, helping organizations understand the team's performance and potential problems in the decision-making process. Such assessment scales are typically based on feedback and observations from team members and are designed to provide objective data and insight into the effectiveness of team decisions. The dimensions and indicators of common team decision-making effectiveness evaluation scales include decision-making quality, decision-making speed, decision-making consistency, decision-making participation, decision-making communication, decision-making problem solving, decision-making risk management, decision-making learning and improvement, and other aspects. By using the Team Decision Effectiveness Assessment Scale, organizations can understand their team's strengths and areas for improvement in the decision-making process. This assessment can help organizations develop training programs, improve decision-making processes, and increase team decision-making effectiveness. The team decision-making evaluation index system is shown in Table 2.5.

Table 2.5 Team decision-making evaluation index system

	Proposer(s)	Dimension	Main Content of Assessment
1	DeChurch, L. A (2010)	Cognitive Factors in Teamwork	Impact on team decision-making effectiveness, cognitive abilities, knowledge sharing, decision-making processes
2	Mathieu, J. E (2005)	Shared Mental Models	Impact on team decision-making, information sharing, decision-making effectiveness, problem-solving skills
3	West, M. A (1996)	Top Management Team Characteristics	Role in innovation, impact of team decisions, team diversity and knowledge background
4	Marks, M. A (2001)	Team Process Framework	Understanding and evaluating team work process at different time points (pre-process, mid-process, post-process)
5	Kozlowski, S. W (2006)	Team Performance and Effectiveness	Key factors and strategies for improving team performance, insights for studying team effectiveness

DeChurch and Mesmer-Magnus (2010, p.32-53) analyze the role of cognitive factors in teamwork and reveal the impact on team decision-making effectiveness. By analyzing data from multiple independent studies, the researchers explored cognitive factors related to team decision-making effectiveness. It is believed that there is an inevitable link between team members' cognitive abilities, knowledge sharing, decision-making processes, and team performance. Through meta-analysis, the researchers integrated data from various studies to draw comprehensive conclusions about the effectiveness of cognitive factors on team decision-making.

Mathieu et al (2005, p.273-283) the concept of sharing mental models among team members and its impact on team decision-making and performance is explored. Research uses quantitative and qualitative methods to explore the relationship between shared mental models and team processes and performance.

The results show that there is a positive correlation between the existence of shared mental models and information sharing, decision-making effectiveness and performance in the decision-making process of the team. Shared mental models among team members enhance the team's problem-solving skills, decision-making quality, and performance.

West and Anderson (1996, p.680-693) identified the role and influence of top management teams in driving innovation. Through the survey and analysis of top management teams in multiple organizations, the characteristics of team members, team dynamics, and the impact of team decisions on innovation were explored. The importance of the top management team in the development and execution of innovation strategies was emphasized, and the role of team diversity and knowledge background in promoting innovation was discussed.

Marks et al (2001, p.356-376) a time-based team process framework and taxonomy is proposed to help researchers and practitioners better understand and evaluate the team's work process at different time points. Using questionnaires and expert interviews, the team process is divided into three main stages: pre-process, mid-process and post-process. Each stage is further subdivided into different sub-processes. The understanding and evaluation of the team process provides a valuable reference, and also has a certain guiding role in studying the decision-making effectiveness of the team.

Kozlowski and Ilgen (2006, p.77-124) through the review and analysis of a large number of studies, some key factors and strategies have been proposed that can help organizations and leaders improve the performance and effectiveness of their teams. Provides valuable insights into studying team effectiveness and ways to improve team performance, as well as practical guidance for organizations and leaders.

In summary, The above literature summarizes key factors and strategies related to team decision-making effectiveness and performance. The research highlights the significant impact of cognitive factors on team decision-making effectiveness. By analyzing data from multiple independent studies, the researchers reveal the inevitable link between team members' cognitive abilities, knowledge sharing, decision-making processes, and team performance. Shared mental models play a positive role in team decision-making and performance. The study shows that

the existence of shared mental models among team members is positively correlated with information sharing, decision-making effectiveness, and performance. The team decision-making process is divided into three main stages: pre-process, mid-process, and post-process, with further subdivisions into different sub-processes. This understanding and evaluation of the team decision-making process provide valuable insights and guidance for studying team decision-making effectiveness. Top management teams play a crucial role in driving innovation. Through surveys and analyses of top management teams in multiple organizations, the study explores the characteristics of team members, team dynamics, and the impact of team decisions on innovation. The importance of top management teams in formulating and executing innovation strategies is emphasized, along with the role of team diversity and knowledge background in promoting innovation. This research provides valuable insights into studying team performance and ways to improve it, offering practical guidance for organizations and leaders.

Research on the characteristics of management team

In oder to study and analysis of the characteristic variables of management teams, the researchers drew on important research theories in the field of management by Jon R. Katzenbach. Through extensive literature review and expert consultations, the key variables for measuring the characteristics of management teams were ultimately determined. These characteristic variables cover different dimensions of the functioning of management teams and help gain a deeper understanding of team collaboration and performance. As shown in Table 2.6.

Table 2.6 Breakdown of management team variables

Author/Characteristics of management team	Teamwork	Team goals	Team decision-making	Leadership style	Team communication
Jon R. Katzenbach. (1999)	√	√	√	√	√
Latham, G. P (2005)	√	√	√		
Podsakoff, P. M (1996)	√	√		√	
Salas, E (2008)	√		√	√	
Dechurch, L. A (2010)	√	√	√		√
Chiu, C. J (2014)	√			√	√
Judge, T. A (2004)	√	√		√	
Kanfer, R (1983)		√	√		√
Morgeson, F. P (2010)	√	√		√	
West, M. A (1996)			√	√	√
Mathieu, J. E (2008)	√	√	√		
Mento, A. J (1987)	√	√		√	
Marlow, S. L (2018)	√	√			√
Marks, M. A (2001)		√	√		√
MacKenzie, S. B (1996)	√		√	√	√
Klein, H. J (1999)	√	√			
Tuckman, B. W (1977)	√	√	√		
Kozlowski, S. W (2006)			√	√	√
Sullivan, P. J (2011)	√	√			√
Antonakis, J (2003)	√		√	√	
Total	**16**	**14**	**12**	**11**	**10**

According to Table 2.7 the researcher has summarised and concluded the literature related to management team, including the research content, theories and concepts, inclu based on Jon R. Katzenbach (1999), Latham, G. P (2005), Podsakoff, P.M (1996), Salas, E (2008), Dechurch, L.A (2010), Chiu, C.J (2014), Judge, T.A (2004), Kanfer, R (1983), Morgeson, F.P (2010), West, M. A (1996), Mathieu, J.E (2008), Mento,

A. J (1987), Marlow, S. L (2018), Marks, M. A (2001), MacKenzie, S. B (1996), Klein, H. J. (1999), Tuckman, B. W (1977), Kozlowski, S. W (2006), Sullivan, P.J (2011), Antonakis, J. (2003).

Teamwork: This variable emphasizes the interaction and collaboration among team members. Team collaboration involves not only task division and coordination but also support, trust, and sharing among members. By measuring team collaboration, we can assess whether team members are able to work together effectively and achieve greater outcomes.

Team Goals: Team goals are one of the core driving forces for management teams. This variable focuses on whether team members share clear goals and visions, as well as how personal goals align with team goals. Well-defined team goals enhance team members' motivation and cohesion.

Team Decision-Making: Team decision-making is a critical aspect of management team operations. This variable encompasses how teams make decisions, handle conflicts, and reach consensus. Effective team decision-making involves finding a balance among diverse perspectives, thereby driving the team towards common goals.

Leadership Style: Leadership style is an essential factor that cannot be overlooked in management teams. This variable relates to the behavior, attitude, and decision-making approach of team leaders. Different leadership styles may impact team members' motivation, engagement, and overall performance.

Team Communication: Effective communication, both within and outside the team, is crucial for the success of management teams. This variable examines the information exchange, sharing of ideas, and problem-solving abilities among team members. Good team communication helps reduce misunderstandings and conflicts while promoting collaboration and coordination.

By incorporating these characteristic variables into the study, we can gain a more comprehensive understanding of how management teams operate and the factors that influence them. This provides valuable insights and guidance for enhancing team performance and effectiveness.

Team goals

Jon R. Katzenbach (1999) the importance of team goals is emphasized. Team members need to share clear goals and visions, which helps maintain consistency

and focus among team members. The author discusses how to set challenging goals to inspire team members' motivation while also emphasizing the measurability and traceability of goals.

Wei Ping (2007, p.323-324) it is believed that by motivating individual members of the team, so that they can cooperate with each other in the team, they can effectively achieve the team goals, and propose that the team's collaborative efforts are essential to exert the value of the team. It also provides some advice and analysis on motivating team members.

Locke and Latham (2002, p.705-717) goal-setting theory was proposed, which holds that setting specific, challenging, and measurable goals can significantly improve individual and team performance. It emphasizes the importance of goals and how to combine them with task motivation to achieve higher motivation and achievement. It provides us with in-depth insight into the relationship between goal setting and task motivation, and provides valuable guidance for application in practice.

Klein et al (1999, p.885-896) the importance of individual participation and understanding of goals in the goal-setting process for goal commitment was adjusted. Goal commitments have a positive impact on an individual's efforts and performance. Goal commitment motivates individuals to put in more effort to achieve goals and ultimately improve performance.

Erez and Kanfer (1983, p.454-463) argues that goal acceptance refers to an individual's degree of identification with and acceptance of a set goal. Target acceptance plays an important regulating role for individuals in pursuing goals and completing tasks. Goal acceptance promotes the quality and effectiveness of goal setting while improving task performance by enhancing an individual's self-efficacy and self-motivation

Luo Jinlian et al (2016, p.106-112) the study investigated the multilevel impact of team goal orientation on creativity through surveys and empirical analysis. The research results showed that team goal orientation has a positive influence on both individual task creativity and team creativity.

Wang Huang (2017) the study examined the influence of team goal monitoring on team job satisfaction and its underlying mechanism through surveys and empirical analysis. The research results indicated that team affective tone and

shared vision mediate the relationship between team goal monitoring and team job satisfaction.

Shao Xiaoqi (2021) the study investigated the impact of team goal orientation on the delivery performance of financial software projects through surveys and empirical analysis. The research results showed that team goal orientation has a positive influence on project delivery performance.

Ma Jun et al (2015, p.79) the study explored the cross-level impact of achievement goal orientation and team performance control on employee creativity. The research results showed that both achievement goal orientation and team performance control have a positive influence on employee creativity.

Liang Bingqian and Gu Qinxuan (2015, p.72-79) the study examined the relationship between team member learning goal orientation discreteness and team creativity. The research results showed a positive relationship between team member learning goal orientation discreteness and team creativity.

Yang Hongtao and Xiao Zhengrong (2017, p.1340-1350) the study investigated the cross-level impact of team member and supervisor goal orientations on individual creativity. The research results showed that both team member and supervisor goal orientations have a positive influence on individual creativity.

In summary, team goals refer to the direction in which a team collaboratively strives for clear and specific objectives or outcomes. They represent the ultimate achievements or desired states that the team aims for in its work. Typically, team goals are closely tied to the strategic goals and mission of the organization, helping team members understand the direction and priorities of their work. Team goals typically encompass the following key elements: 1) Specificity, meaning the clarity and precision of the goals; 2) Measurability, whether the goals can be quantitatively assessed or progress can be evaluated; 3) Achievement, whether team members can experience satisfaction and a sense of accomplishment in pursuing the goals; 4) Relevance, the alignment of the goals with the organization's mission and strategic objectives; 5) Timeliness, whether the goals have specific deadlines. By establishing clear team goals, team members can gain a better understanding of the importance and urgency of their work for the entire team. This clarity not only fosters collaboration and cooperation among team members but also ensures that everyone is working toward a common objective. Setting team goals also helps boost team

members' morale and motivation because they can see how their efforts directly contribute to achieving this shared goal. Ultimately, the clarity and comprehensiveness of team goals help guide the team in staying focused, coordinating actions, and achieving significant results in a complex work environment.

Leadership style

Jon R. Katzenbach (1999) it is pointed out that leaders play a crucial role in the team. They need to provide direction, motivate team members, and also respect their contributions. The author explores different types of leadership styles and emphasizes the importance of choosing the appropriate leadership approach in different situations. Effective leadership can establish a positive culture and atmosphere within the team.

Samad (2012, p.486-493) argues that transformational leadership promotes innovative activities in organizations by stimulating employees' ability to innovate and motivate. This leadership style emphasizes the personal development and growth of employees, encouraging them to come up with new ideas and solutions. Transformational leadership also builds an organizational culture that is open, supportive, and encourages innovation, emphasizes the importance of innovative and transformational leadership to organizational performance, and provides some theoretical and practical guidance.

Wahyuni et al (2020, p.156-161) transactional leaders transact with employees, offering rewards and recognition as feedback on employee performance. This reward and recognition motivates employees to work hard and improve performance levels. Through clear goal setting, reward mechanisms, and performance reviews, transactional leaders motivate employees and improve their performance.

Wang and Hsieh (2013, p.613-624) think that true leadership builds trust in the leader. By demonstrating authentic personal traits and values, leaders are able to earn the trust of their employees and make them more willing to work with and be guided by their leaders. This relationship of trust fosters communication and collaboration between employees and leaders, which in turn improves team effectiveness and performance.

Irving and Longbotham (2006, p.862-873) believes that servant leadership plays a positive role in improving team effectiveness, and by cultivating the

characteristics and behaviors of servant leadership, university management teams can better motivate and support team members, improve team collaboration and innovation, and thus improve overall team effectiveness.

Toytok and Kapusuzoglu (2016, p.373-388) based on teachers' perception, it is concluded that there is a significant positive relationship between the ethical leadership behavior of school administrators and organizational culture. Ethical leadership behaviors by school administrators include behaviors that stimulate teachers' moral feelings, moral integrity, and ethical behaviors that promote a positive organizational culture, such as focusing on the overall development of students, promoting teamwork, and sharing knowledge.

Eddy (2005, p.705-727) explored the relationship between university presidents and their leadership abilities by analyzing the leadership style of Charles Elliot. Discussed the skills and qualities required for university presidents in leadership positions, including strategic thinking, interpersonal relationship management, and team building. Concluded that university presidents should possess good leadership abilities to promote school development and enhance management efficiency.

Javed (2021, p.769-782) studied the impact of inclusive leadership style on team performance and explored the mediating role of employee self-efficacy. Data on leadership style, employee self-efficacy, and team performance were collected through a questionnaire survey. The study found that inclusive leadership style has a significant positive impact on team performance, and employee self-efficacy plays a mediating role in the relationship between inclusive leadership style and team performance. In other words, employee self-efficacy partially explains the impact of inclusive leadership on team performance.

Cao Huarui and Choi Hoon (2007, p.74-79) Investigated the influence of leadership style on employee organizational commitment. Conducted a questionnaire survey to examine employees' perceptions and attitudes towards leadership style and organizational commitment. The study found that leadership style has a significant impact on employee organizational commitment. Different leadership styles have varying degrees of influence on employees, with and incentive-oriented leadership styles having the most significant impact on employee organizational commitment. The study suggests that leaders should adopt

appropriate leadership styles to enhance employee organizational commitment and improve organizational performance.

Wu Wenhua and Zhao Xingbin (2010, p.153-156) explored the impact of leadership style on innovative behavior of knowledge-based employees. Investigated knowledge-based employees' perceptions and attitudes towards leadership style and innovative behavior. The study results showed that leadership style has a significant impact on the innovative behavior of knowledge-based employees. Transformational leadership and supportive leadership were found to have a positive influence on the innovative behavior of knowledge-based employees, while traditional leadership styles may hinder the development of innovative behavior. These findings have important implications for organizational managers in cultivating and motivating the innovation capabilities of knowledge-based employees.

Yang Jianjun et al (2009, p.94-101) Explored the impact of transformational leadership style on technological innovation performance and found that transformational leadership has a significant impact on technological innovation performance. Transformational leadership is believed to inspire employees' innovation consciousness and abilities, promoting the development of technological innovation. Additionally, the study found that transformational leadership has a positive influence on technological innovation performance by providing support, encouraging employee participation in decision-making, and motivating employee initiative.

In summary, leadership style refers to the manner and attitude in which a leader influences the behavior and work of team members within an organization. Leadership styles can be classified and described based on how leaders exercise power, control, decision-making, communication, and motivation. Different leadership styles have varying impacts on team effectiveness and employee job satisfaction. Common leadership styles include: 1) Task-Oriented Leadership Style: This style prioritizes task completion and goal achievement. Leaders using this style often employ clear guidance and control to drive team performance. It is suitable for situations requiring quick decision-making and efficient execution. 2) Relationship-Oriented Leadership Style: This style emphasizes the establishment and maintenance of positive relationships with team members. Leaders tend to adopt a supportive and caring attitude. This can enhance employee's sense of belonging and loyalty.

3) Participative Leadership Style: This style encourages team members to participate in decision-making and problem-solving processes. Leaders are inclined to listen to the opinions and suggestions of employees to reach consensus. This helps improve employee engagement and commitment. 4) Empowering Leadership Style: This style grants team members more autonomy and decision-making authority. Leaders trust in the capabilities of their employees and encourage them to independently handle issues. This can inspire innovation and a sense of responsibility among employees. 5) Democratic Leadership Style: This style emphasizes a democratic decision-making process within the team. Leaders work as equals with team members to jointly set goals and strategies. This helps build collaboration and team cohesion. Selecting the appropriate leadership style should be determined by the organization's needs, the characteristics of team members, and the nature of the tasks. Different situations may require different leadership styles, and leaders should be flexible in applying various approaches to achieve the best outcomes.

Teamwork

Jon R. Katzenbach (1999) the importance of teamwork is emphasized, as the collaborative ability of a team can surpass individual capabilities and create greater achievements. The author suggests that teamwork encompasses not only the division of work tasks but also emphasizes mutual support, trust, and sharing among team members. The author emphasizes that in high-performance teams, members need to align their personal goals with team goals to achieve overall success.

Nguyen-Duc et al (2015, p.277-294) by collecting and analyzing a large number of relevant studies, the researchers summarized the positive impact of teamwork on organizational performance, and believed that teamwork can promote information sharing, knowledge transfer and innovation, and improve the efficiency and quality of team work. Good teamwork can promote cooperation and interaction between members, and enhance the cohesion and sense of belonging of the team.

Butchibabu et al (2016, p.595-610) it is believed that promoting an open and transparent communication environment, encouraging active participation and expression of opinions, advocating for effective meetings and discussions, and developing good written and oral communication skills help team members to be more confident and efficient in communication. The importance of improving team collaboration through effective communication strategies was emphasized, and some

practical suggestions and measures were provided. By improving communication styles and skills, team members can work better together and collaborate, increasing productivity and performance.

Sultan (2022, p.1085-1099) argue that collaboration and innovation among team members are important for improving organizational performance, and that knowledge sharing plays a mediating role in promoting team collaboration and innovation. It is found that the collaboration ability between team members has a significant positive impact on innovation performance, and knowledge sharing plays a mediating role between team collaboration and innovation, that is, through the process of knowledge sharing, the collaboration ability between team members is enhanced, which in turn promotes the improvement of innovation performance.

Wei Guangxing et al (2007, p.1-9) explored the motivating factors in team cooperation and proposed motivating factors that influence team members' active participation and collaboration through a comprehensive literature review and empirical research. This paper conducted an in-depth study on the relationship between team cooperation and motivating factors, providing theoretical and practical guidance for management team and motivation.

Zhang Chaoxiao and Pu Yongjian (2004, p.12-16) discussed the relationship between team cooperation and incentive structure and proposed the use of game models for research. They analyzed the impact of team cooperation on incentive structures and studied the game behavior of team members within the incentive structure. This study is of significant importance for understanding the interaction between team cooperation and motivation.

Ma Changze (2010, p.85-87) studied the mechanism of teacher team cooperation, exploring the methods and influencing factors of teacher team cooperation. The study analyzed the impact of team cooperation on teachers' professional development, providing valuable insights for promoting teacher team cooperation and enhancing teachers' professional competence.

Zhu Zhengping (2009, p.55-59) discussed the importance of teacher professional development based on team cooperation and proposed strategies and methods to promote teacher team cooperation. This literature provides beneficial theoretical and practical guidance for the study of teacher team cooperation and professional development.

Song Yuan (2009, p.197-199) conducted research on the factors influencing team cooperation behavior and put forward viewpoints and suggestions to enhance team cooperation behavior. This study has certain reference value for understanding the influencing factors of team cooperation behavior and optimizing team cooperation.

Zhao et al (2021, p.1-12) the role of teamwork in project success is discussed, and it is believed that teamwork has a significant positive impact on project success. Effective communication, collaboration, and cooperation among team members is important for the smooth running of the project and the ultimate success. Good relationships and mutual support among team members are also one of the key factors for the success of the project.

Moczulska et al (2024, p.1-13) it is believed that there is a significant positive relationship between team collaboration and employee engagement. Increased teamwork promotes employee engagement, which in turn improves organizational performance and employee job satisfaction. The study also found that effective communication, positive interaction, and sharing knowledge are key factors in promoting team collaboration and employee engagement.

In summary, teamwork represents a way of working where members closely coordinate and collaborate to achieve common goals and tasks. In teamwork, each member plays a crucial role, supporting and complementing one another, leveraging their respective expertise and strengths to enhance work efficiency and quality. This collaborative effort emphasizes collective wisdom and a spirit of cooperation, resulting in efficient and high-quality work outcomes through interaction and collaboration among members. One significant advantage of teamwork is its ability to harness the diverse wisdom and experiences of multiple individuals, facilitating a more comprehensive problem-solving and addressing challenges. Through knowledge sharing and collaborative efforts among members, teams can produce superior results that go far beyond what individuals working in isolation can achieve. Additionally, teamwork fosters cohesion within the team and builds trust among members. By collectively pursuing goals and solving problems, members establish closer bonds that contribute to better collaboration and increased job satisfaction. Teamwork also enhances productivity, as collaborative work is often more efficient than individual efforts, allowing tasks to be completed more quickly. In conclusion,

teamwork is an efficient way of working that emphasizes collaborative cooperation and collective effort. It can harness diverse wisdom, improve work efficiency and quality, while also enhancing team cohesion and trust. Through teamwork, both organizations and individuals can achieve better results and higher job satisfaction.

Team communication

Jon R. Katzenbach (1999) it is pointed out that effective communication both within and outside the team is key to high-performance teams. The author emphasizes that communication should be two-way, and team members should be able to freely share information, ideas, and concerns. Additionally, the author provides methods for promoting open and transparent communication and addressing communication barriers.

Abubakar (2019, p.104-114) believe that information sharing and exchange of ideas among team members are critical to the quality and consistency of decision-making. When team members are able to fully share information and exchange ideas, the quality of decisions is higher and the results of decisions are more consistent.

Patel et al (2012, p.1-26) identified communication and collaboration among team members as key factors. If team members are able to communicate and collaborate effectively, taking full advantage of each other's strengths, diversity will have a positive impact on decision-making. Conversely, diversity can negatively impact decision-making outcomes if there are communication barriers and conflicts among team members.

Van et al (2011, p.283-301) constructed a shared mental model of team communication, arguing that the degree of shared mental model is closely related to the quality and efficiency of team decision-making. When team members share mental models to a higher degree, they are better able to understand each other's perspectives and decision-making rationales, resulting in better collaboration and decision-making.

Wang Yongli et al (2009, p.119-127) it is believed that good communication between team members also plays an important role in team performance. Effective team communication can promote information sharing, understanding and coordination, reduce misunderstandings and conflicts, and improve the quality of team decision-making and execution.

LI Shuxiang et al (20120, p.153-159) this paper analyzes the relationship between team cognitive diversity and team creativity. It is believed that team cognitive diversity and team communication are negatively related; There is a negative relationship between team cognitive diversity and team creativity; Meantime; Team communication moderates the relationship between team cognitive diversity and team creativity.

Yuan Xiaolin (2019, p.110-113) this study investigated the impact of team behavior on leadership performance in universities and conducted statistical tests. By collecting and analyzing relevant data and using statistical methods, the relationship between team behavior and leadership performance in universities was verified. The results of this research have certain reference value for understanding the impact of team behavior on leadership performance.

Yi Lu and Liu Zhigang (2015, p.90-93) based on team efficacy, this study focused on the construction of excellent teaching teams in universities. By analyzing the team characteristics, teamwork mechanisms, and interactions among team members, the study explored how to build an efficient teaching team. The findings of this research provide guidance for improving the effectiveness of teaching teams in universities.

Luo Yi and Chen Yanfeng (2015, p.62-69) this study investigated the relationship between team communication, trust, and conflict through empirical research methods. By collecting relevant data and using statistical analysis methods, the impact of team communication on trust and conflict was validated. The results of this research have certain reference value for enhancing team communication, establishing a good team trust relationship, and effectively handling team conflicts.

Shu Yiming and Hao Zhensheng (2015, p.170-180) this study examined the impact of executive team communication on decision-making performance and studied the moderating role of environmental dynamism. By collecting relevant data from executive teams and conducting statistical analysis, the positive influence of executive team communication on decision-making performance was confirmed, and the moderating role of environmental dynamism was discovered. This research provides empirical support for the relationship between executive team communication and decision-making performance.

Nie Fengying (2017, p.77-81) based on the shared mental model, this study focused on the effectiveness of disciplinary service teams. By investigating and analyzing the mental models of team members, the study explored the impact of knowledge sharing, information exchange, and other factors on team effectiveness. The findings of this research provide guidance for improving the effectiveness and team collaboration of disciplinary service teams.

In summary, team communication refers to the process by which team members communicate, share information, express opinions, and understand the intentions of others. It is a key element of teamwork and cooperation, involving information transfer, two-way communication, and the ability to share knowledge. Team communication is more than simply conveying information, it's more about purposefully interacting effectively with team members to facilitate team collaboration and decision-making. It includes a variety of forms of communication such as oral, written, and non-verbal, and relies on clear information transfer and reception skills. The definition of team communication also covers the following key elements: 1) purpose orientation; 2) bidirectionality; 3) transparency and openness; 4) Effectiveness. Team communication plays a vital role in teamwork and decision-making processes. It helps team members better understand each other's needs and expectations, enhances teamwork and cohesion, and promotes problem solving and innovation. Effective team communication also reduces misunderstandings, increases productivity, and enhances team performance and outcomes.

Team decision-making

Jon R. Katzenbach (1999) The importance of team decision-making is discussed, emphasizing the need for thoughtful consideration and discussion in the team's decision-making process. The author presents how to balance different opinions, encourage member participation in decision-making, and adopt appropriate decision-making methods. The diversity of team members can provide different perspectives for decision-making, contributing to a more comprehensive judgment.

Shepherd et al (2014, p.340-364) quantitative research methods are employed to test hypotheses by collecting and analyzing large amounts of data. The quality of a team's decision-making process is considered to have a significant impact on organizational performance. A good team decision-making process promotes the full sharing and effective use of information, improves the diversity and quality of

opinions, and effectively manages conflicts, leading to better organizational performance.

Van Knippenberg et al (2013, p.183-193) through the comprehensive analysis of data from multiple independent studies, aims to explore the impact of team diversity on decision-making effectiveness. It is believed that there is a certain positive relationship between team diversity and decision-making effect. Team members with diverse backgrounds, experiences, and skills are able to provide a broader range of perspectives and innovative thinking that drives better decision-making outcomes. The study also found that team diversity can add to communication and coordination challenges, adding complexity to the team's decision-making process.

Mathieu, J. E., (2014, p.130-160) mental models shared among team members are considered to be one of the key factors affecting the quality of team decisions. A shared mental model refers to a shared understanding of tasks, goals, roles, and relationships among team members. Researchers have found that when team members have similar mental models, they are more likely to communicate, collaborate, and make decisions effectively. The importance of shared mental models in team decision-making was emphasized, and some practical suggestions and research findings were provided to help teams improve the quality of decision-making.

Lassoued, K., (2020, p.769-780) the importance of team decision-making and problem solving is introduced, and the advantages and limitations of team decision-making over individual decision-making are discussed. The different levels and roles involved in team decision-making are described, including factors such as individual characteristics, team dynamics, and team atmosphere. In addition, key elements of information sharing, expression of opinion and conflict management in the decision-making process are explored.

Kwon Choi, B., (2013, p.1250-1275) an empirical research approach was adopted, combining questionnaires and experimental design. By collecting the opinions and perspectives of team members, the researchers assessed the impact of ethical climate on team decision-making and analyzed various variables and factors in the team decision-making process. It is believed that a good ethical atmosphere can promote mutual understanding and cooperation among team members, and

improve the fairness and quality of decision-making. In addition, the study found a positive correlation between ethical climate and the moral sensitivity and consistency of behavior of team members.

Lang Chungang et al (2007, p.10-15) studied the influence of intra-team conflict on team decision quality and satisfaction. The quality and satisfaction of team decisions were evaluated by collecting opinions and feedback from team members. The results of the study showed that intra-team conflict has a negative impact on team decision-making, reducing decision quality and satisfaction.

Jiang Li et al (2007, p.358-365) conducted a review on team decision-making and its influencing factors. The process and influencing factors of team decision-making were summarized by reviewing relevant literature and theories. Factors influencing team decision-making were identified, including characteristics of team members, team dynamics, and team atmosphere. Some suggestions beneficial to team decision-making were proposed, such as improving communication and problem-solving abilities of team members, and enhancing teamwork awareness.

Dai Weihui et al (2006, p.575-580) analyzed the decision-making process of top management teams based on multi-agent systems (MAS) and discussed the characteristics and optimization methods of team decision-making. By using simulation and modeling methods, a MAS-based decision model was constructed to study the decision-making process of top management teams. The research results indicated that MAS can provide an effective method to optimize the decision efficiency and quality of top management teams.

Wang Guofeng et al (2007, p.89-93) explored the influence of executive team conflict and cohesion on decision quality. A questionnaire survey and statistical analysis were employed to collect opinions and feedback from members of executive teams. The study found that the conflict and cohesion of executive teams are closely related to decision quality. High levels of cohesion can improve decision quality, while conflict can decrease decision quality.

Chen Maoqun and Ge Yuhui (2013, p.13-19) conducted a review on collective thinking in the decision-making process of top management teams. Relevant literature and theories were reviewed to discuss the role and influencing factors of collective thinking in top management team decision-making. It was argued that in the decision-making process of top management teams, collective thinking can

facilitate information sharing, knowledge integration, and opinion exchange, ultimately improving decision effectiveness. The study also proposed some suggestions for optimizing top management team decision-making and future research directions.

In summary, team decision-making refers to In a team or organization, members participate in and reach consensus to choose the best course of action or solution. Team decisions often involve discussing, analyzing, evaluating, and weighing different options to reach consensus and take action. The process of team decision-making can include the following steps: 1) problem definition; 2) Information collection; 3) Generate solutions; 4) evaluation and analysis; 5) Reach consensus; 6) Implementation and supervision. The advantage of team decision-making is that it can make full use of the diverse experience and knowledge of team members to improve the quality and feasibility of decision-making. However, team decision-making can also face challenges such as differences of opinion, delayed decision-making, and power struggles. Therefore, establishing effective communication and collaboration mechanisms, as well as developing team members' decision-making and problem-solving skills, is essential to promote the success of team decision-making.

Context of University in Guangxi

The selection of Guangxi Arts University, Baise University, Yulin Normal University, Hezhou University, Hechi University, Guangxi University of Science and Technology, and Guangxi Normal University as research subjects is because they represent different types, scales, and geographical locations of higher education institutions within the Guangxi Zhuang Autonomous Region. These universities exhibit diverse characteristics, including art education, teacher training, engineering and technology, and comprehensive education, reflecting the diversity of higher education in the Guangxi region. Furthermore, these universities are situated in different cities and regions of Guangxi, contributing to a deeper understanding of the geographical and cultural diversity in the area, as well as the varying demands and developmental directions for higher education across different regions.

Improving the effectiveness of the management team of Guangxi universities is crucial to the overall development and operation of the university. It can not only promote the reform and development of colleges and universities and improve competitiveness, but also provide a good teaching and learning environment, laying a solid foundation for students' learning and growth. Therefore, Guangxi universities should pay attention to improving the efficiency of the management team, strengthen the training and capacity building of the management team, so as to adapt to the needs and challenges of the times and achieve the sustainable development of the university. At present, the research on the efficiency improvement of the management team of Guangxi universities mainly focuses on the following aspects.

Wu Xiaoming and Liu Bing (2003, p.120-123) The process of "developing the capabilities of the management team through training and learning is aimed at enhancing the professional competence of university management teams." This process involves structured training programs and ongoing learning initiatives designed to improve the skills, knowledge, and expertise of team members. The goal is to provide the management team with the necessary tools and insights to effectively navigate the complexities of university management. By investing in training and continuous learning, universities can ensure that their management teams are capable of making informed decisions, fostering innovation, and achieving positive outcomes in the dynamic higher education landscape.

Shi Yanling et al (2011, p.133-136) The development of management team members is considered to encompass various aspects, including leadership development, decision-making abilities, teamwork, and communication skills. This comprehensive approach aims to enhance the overall capabilities and competencies of these team members. By improving the comprehensive skills and abilities of management team members, their effective leadership and decision-making capabilities in university management can be significantly enhanced, thereby greatly improving overall efficiency and performance.

Qin Wen (2011, p.39-40) It is believed that the primary focus of the management team should be on designing incentive measures to motivate the management team and nurture creativity. This involves structural elements such as compensation incentives, promotion mechanisms, job settings, and role assignments.

Compensation incentives should reward outstanding performance, while a transparent promotion system should stimulate healthy competition. Creating an environment conducive to creativity, including resource access and fostering collaboration, is crucial. Additionally, clearly defined roles and responsibilities can minimize conflicts and ensure alignment with team goals. This comprehensive approach aims to inspire the management team to excel, ultimately driving innovation and improving overall team performance.

He Fei and Zhou Bo (2019, p.12-14) It is believed that implementing appropriate incentive mechanisms can ignite the motivation of the management team. These mechanisms not only encourage individuals but also promote teamwork, thereby unleashing the full potential of both individuals and the collective team. By aligning incentives with performance and expected outcomes, organizations can effectively drive their management teams towards higher levels of commitment and productivity. Ultimately, this approach enhances the overall effectiveness and efficiency of the entire team. Incentives are a powerful tool for recognizing and rewarding excellence, which, in turn, translates into improved organizational performance and the realization of individual and team potential.

Tang Wenli (2013, p.80-81) It is believed that information technology support is widely recognized as a key factor in improving the efficiency of university management teams. This belief is based on the potential of modern technological advancements. Information technology provides valuable tools and resources that enable management teams to streamline administrative processes, access real-time data for informed decision-making, and facilitate effective communication within the university ecosystem. From advanced data analytics and management software to robust communication platforms, these technological solutions empower management teams to operate with higher efficiency and accuracy. By harnessing the power of information technology, university management can optimize resource allocation, track performance metrics, and quickly adapt to evolving challenges and opportunities. Essentially, integrating information technology into university management practices not only enhances efficiency but also keeps universities agile and responsive in today's dynamic educational landscape.

Luo Xiazhuan and Zhang Long (2013, p.37-41) how to use information technology to improve the workflow and decision-making process of university management teams, such as human resource management systems, performance evaluation platforms, data analysis tools, etc. The use of information technology can improve the efficiency and accuracy of the management team, optimize management decisions, and thus improve the overall effectiveness.

Gan Zhong (2012, p.100-102) performance assessment and improvement are considered important aspects to ensure the effectiveness of management teams. Establishing a systematic performance evaluation system is crucial for monitoring and enhancing team efficiency. This system should include key performance indicators (KPIs) and objective metrics that align with organizational goals and values. Regular assessments and feedback mechanisms help identify strengths and areas for development within the management team. Data-driven insights obtained from the assessment process enable organizations to make informed decisions regarding training, skill development, and resource allocation, ultimately enhancing the overall performance of the team.

Wu Aichun (2014, p.15-16) focus on how to establish a scientific and reasonable performance evaluation index system, including management performance, teaching performance, scientific research performance, etc., and how to use the evaluation results to guide the work improvement and capacity building of the management team.

In summary, the research on the effectiveness improvement of management teams in Guangxi universities focuses on the ability cultivation of management team members, as well as the design of incentive mechanism, information technology support, and performance evaluation and improvement. These studies have important theoretical and practical significance for improving the overall efficiency and level of the management team of Guangxi universities. However, it should be pointed out that the current relevant research is still relatively limited, and it is necessary to further strengthen in-depth discussion and empirical research to provide more scientific and effective theoretical support and practical experience for the efficiency improvement of the management team of Guangxi universities.

Related Research

Improving the effectiveness of the management team has always attracted much attention. After decades of development, the field of management has accumulated a lot of experience and knowledge, and formed a relatively mature theoretical system. This theoretical system includes many aspects, such as leadership, team building, decision-making and execution, communication and collaboration, etc. Through research and practice, these theoretical systems summarize a series of management principles, methods and skills, which provide strong guidance for the management team to improve efficiency. There is also literature on improving the effectiveness of management teams, and this section will introduce the relevant research literature and theoretical knowledge related to improving the effectiveness of management teams.

Yang Gang and Xue Huifeng (2009, p.87-92) this paper mainly studies the process of knowledge transfer within university teams, and analyzes and predicts the effect of knowledge transfer through system dynamics modeling and simulation methods. Use systems dynamics methods to build a model to describe the process of knowledge transfer within university teams. The model considers knowledge exchange, learning and cooperation behaviors among team members, and considers the influencing factors of the external environment. Through the system dynamics modeling and simulation methods, the knowledge transfer within the university team is deeply studied and analyzed, which provides a useful reference for the knowledge management and performance improvement of the university team.

Bucic et al (2010, p.228-248) Research finds that the leadership style of university management teams is significantly influenced by external environments and pressures. Factors such as policy changes, market competition, and resource allocation can introduce variability in leadership approaches as teams navigate these challenges. The need to adapt to these external pressures may lead to shifts in the stability and consistency of leadership styles, as teams respond to the changing landscape. This fluidity can impact the predictability of leadership behaviors and the alignment of team strategies. It underscores the importance of building resilience and flexibility into leadership practices to ensure that teams can effectively manage the dynamic interplay between internal goals and external demands, maintaining a cohesive and responsive leadership strategy.

Ali et al (2011, pp.1464-1485) research indicates that gender diversity is pivotal for team synergy, enriching the collective with varied viewpoints and cognitive approaches. It enhances team performance and creativity by fostering an environment where innovative solutions can flourish. Diverse teams are more likely to engage in robust discussions, leading to refined decisions and better adaptation to change. To capitalize on these benefits, organizations must cultivate a culture that values and includes all voices, ensuring equitable participation and contribution from every team member. This inclusivity is key to unlocking the full potential of gender diversity in boosting team success.

Li Zhihong et al (2012, p.1495-1504) the factors of tacit knowledge sharing among team members are analyzed, and the system dynamics model is used to simulate and design the process of knowledge sharing within the team, and the impact of different factors on team performance and innovation ability is explored. It provides guidance for improving the efficiency of university research teams, enriches effective tacit knowledge sharing and improves team performance.

Tolbize (2008, p.1-21) research findings highlight that generational diversity in the workplace can lead to varying approaches to work, potentially impacting team dynamics. Younger individuals, often more comfortable with new technologies and innovative practices, can drive the adoption of cutting-edge tools and strategies. Conversely, older team members, with their rich experience and preference for traditional methods, can offer valuable insights and a sense of continuity. This contrast can sometimes result in communication hurdles and collaborative challenges. However, when managed well, these differences can be a source of strength, fostering a more comprehensive and balanced team. Embracing intergenerational exchange and mutual respect can mitigate potential obstacles, leveraging the diverse skills and perspectives to enhance overall team performance.

Riebe et al (2016, p.619-664) Research suggests that individuals with higher education often bring elevated expectations and standards to the workplace, which can translate into a more rigorous and exacting approach to goal setting. This can lead to the establishment of ambitious and stringent objectives, potentially raising the bar for what the team aims to achieve. However, it may also impact the formation of team consensus on goals, as the high standards set by the educated members might be perceived as daunting or unrealistic by others. It is important for

teams to find a balance, ensuring that while goals are challenging and inspire excellence, they remain attainable and foster a sense of collective commitment and motivation among all team members. This balance helps in maintaining a harmonious team dynamic and driving progress towards shared objectives.

Alonderiene and Majauskaite (2016, p.140-164) research highlights that individuals with advanced degrees often anticipate a leadership style that is more knowledge-driven and strategic in nature. This expectation stems from their own educational experiences and the analytical and critical thinking skills they have developed. However, this can paradoxically result in a moderate level of satisfaction with the leadership they encounter, as it may not always meet the high standards they have set. Leaders who are highly educated may also be more inclined to adopt these sophisticated leadership approaches, but the risk of dissatisfaction among team members remains if the leadership does not align with their expectations. It is essential for leaders to understand the educational backgrounds and expectations of their team members to ensure that their leadership style is both effective and satisfying, balancing strategic vision with practical execution to meet the diverse needs of the team.

Li Huanrong and Zhang Xiaoqin (2007, p.177-179) by applying the system dynamics method, the key factors and mechanisms of performance management of knowledge teams are discussed. A performance management model was built using system dynamics that considers the impact of multiple factors on knowledge team performance, including factors such as team members' knowledge level, team communication and collaboration, knowledge sharing, and learning. By establishing the relationship between various factors and feedback mechanisms, the model reveals the dynamic impact of these factors on team performance.

Hallegatte et al (2015, p.193-210) research indicates that team members with limited experience might find themselves marginalized in the goal-setting process, feeling less inclined or empowered to voice their ideas. Conversely, those with extensive experience may assert their opinions with unwavering conviction, which, while valuable, can lead to an overemphasis on their perspectives. This dynamic can result in a stalemate in decision-making if not managed effectively. It is crucial for teams to establish an environment that encourages the participation of all members, valuing the input of both novices and veterans. By doing so, teams can harness a

diversity of thought and prevent any single viewpoint from dominating the consensus-building process, thereby promoting a more inclusive and productive decision-making culture.

Research indicates that a wide age distribution within a team can result in a variety of communication methods, potentially leading to communication barriers among members. Individuals at different life stages bring unique characteristics and needs to their interpersonal interactions. Younger team members might prefer digital and informal channels of communication, valuing quick exchange and adaptability. In contrast, older members may lean towards traditional and formal methods, emphasizing clarity and respect in communication. This diversity can enrich the team's approach to dialogue but also requires a conscious effort to bridge generational gaps. Teams must foster an inclusive communication environment that accommodates different styles and preferences, ensuring that all members can effectively contribute and understand each other, despite their age-related differences.

Zhang Jinghuan et al (2016, p.1551-1560) the impact of team diversity and organizational support on team creativity is explored. The study found a positive relationship between team diversity and team creativity, i.e., the different backgrounds and experiences of team members can promote the development of innovation and creativity. In addition, organizational support also has a positive impact on team creativity, and the resources and support provided by the organization can stimulate the creativity of team members.

Liu et al (2005, p.262-270) research reveals that team members with varying levels of experience often have divergent expectations and needs when it comes to communication. Less experienced members typically seek more structured guidance and constructive feedback to support their development and integration into the team. On the other hand, those with greater experience may prioritize communication efficiency, valuing direct and concise exchanges that facilitate rapid decision-making and action. This disparity can lead to challenges in aligning communication strategies that meet the needs of all members. It is essential for teams to adopt flexible communication approaches that cater to these diverse requirements, ensuring that all individuals feel supported and engaged, while also maintaining the overall effectiveness and pace of team interactions.

Oshagbemi and Gill (2003, p.288-298) research shows that males and females often display distinct leadership styles, which can introduce a variety of perspectives and problem-solving techniques within a team. These differences can be leveraged to foster a more innovative and high-quality decision-making environment. For instance, female leaders might emphasize collaboration and communication, encouraging a more inclusive and empathetic approach to leadership. Male leaders, on the other hand, might be more likely to adopt a direct and assertive style, driving decisive action and clear direction. By recognizing and valuing these diverse styles, teams can benefit from a richer tapestry of leadership that enhances creativity, adaptability, and overall effectiveness in achieving their goals.

Bear and Woolley (2011, p.146-153) research indicates that gender diversity is instrumental in enriching team dynamics by introducing a variety of perspectives and cognitive approaches, thereby enhancing the quality and innovation of team decision-making. However, it also highlights the potential pitfalls of an imbalanced gender ratio within a team. Such imbalances can skew the exchange of ideas and limit the diversity of thought, as underrepresented genders may feel marginalized, leading to a less inclusive decision-making process. To mitigate this, it is essential to create an equitable environment where all voices are heard and valued. This not only promotes a more balanced representation but also ensures that the full spectrum of ideas is considered, thus optimizing the team's creative and problem-solving potential.

Oshagbemi (2004, p.14-29) research indicates that members from different age groups often gravitate towards distinct leadership styles. Younger members, typically more open to change and innovation, may be drawn to transformational leadership, which emphasizes vision, inspiration, and the empowerment of others. In contrast, older members, with their wealth of experience and understanding of organizational norms, may favor transactional leadership, focusing on clear expectations, rewards, and performance management. This diversity in leadership approaches can provide a balanced mix of styles within a team, promoting both innovation and stability. However, it may also present challenges in aligning under a cohesive leadership strategy. To capitalize on this diversity, teams must work to integrate the strengths of both styles, creating an environment where transformational vision is supported by transactional accountability.

Mannix and Neale (2005, p.31-35) research shows that an imbalance in gender ratios can restrict the diversity and inclusiveness of team goal setting. When one gender is dominant, it may inadvertently influence the flow of ideas and perspectives, leading to a less comprehensive understanding of the team's objectives and strategies. This can result in a narrower focus that overlooks the broader range of needs and opportunities that a more balanced team composition might identify. To counteract this, it is essential to actively promote gender balance and ensure that all team members feel empowered to contribute their unique insights. By doing so, teams can benefit from a richer dialogue that fosters more inclusive and well-rounded goal setting, ultimately enhancing the team's overall effectiveness and innovation.

Zhang Xiufan and Fan Decheng (2024, pp.1-44) research indicates that a team's diversity in educational backgrounds is a catalyst for innovation and multi-dimensional problem-solving. This diversity brings a wealth of varied knowledge and skills to the table, allowing teams to approach challenges from multiple angles and devise creative solutions. Conversely, teams with a more uniform educational background might find themselves in a rut of similar thought patterns, which can hinder the generation of novel ideas and limit the team's overall innovative capacity. To fully leverage the benefits of educational diversity, it is essential to cultivate an environment that encourages open communication and the sharing of unique insights. By valuing the unique perspectives that each member brings, teams can break free from conventional thinking and foster an atmosphere of continuous learning and growth. This approach not only enhances the team's ability to innovate but also enriches the collective experience, leading to more robust and effective outcomes.

Ren Bing et al (2011, p.1630-1637) the relationship between diversity in the top management team and organizational innovation is explored, and the role of external social networks and internal decision-making models is studied. It is found that there is a positive relationship between the diversity of senior management teams and organizational innovation, and external social networks and internal decision-making models play mediating and moderating roles in this relationship. External social networks can provide resources and information to foster organizational innovation; Internal decision-making models influence how diversity affects innovation.

Yusuf (2012, p.399-413) Research highlights that trust, respect, and collaboration are fundamental to effective communication within a team. The presence of these elements fosters an environment where open dialogue and the free exchange of ideas can thrive. However, if distrust or a lack of respect emerges among team members, it can significantly impede communication, regardless of the individuals' communication skills. In such cases, even the most articulate members may find their messages falling on deaf ears or being met with skepticism. It is crucial for teams to cultivate a culture of trust and respect to ensure that communication remains clear, productive, and conducive to achieving collective goals. This foundation allows team members to feel valued and heard, which in turn enhances the overall team dynamic and performance.

Shanley (2007, pp.962-979) research suggests that while seasoned team members with extensive management experience can offer crucial insights and strategic direction, an overemphasis on their experience might inadvertently stifle the team's capacity for innovation and adaptability. This over-reliance can create a conservative approach to problem-solving, potentially overlooking the disruptive ideas that could drive significant advancements. To counter this, it is vital to strike a balance between leveraging the wisdom of experience and fostering an environment that encourages fresh perspectives and innovative thinking. By doing so, teams can harness the best of both worlds, blending the depth of experience with the vibrancy of new ideas to navigate change effectively and innovate continuously.

Oshagbemi (2004, p.14-29) research indicates that there are significant differences in management styles among managers of different age groups. Older managers, with their deep understanding of the industry and the company's history, tend to prioritize core competencies, nurturing customer relationships, and factors that define the company's identity and legacy. They often emphasize stability, continuity, and the preservation of established values. In contrast, younger managers, who are typically more attuned to contemporary business trends and technologies, concentrate on positioning the company in the competitive market. They are more likely to innovate, embrace change, and seek growth opportunities that align with the evolving market landscape. Recognizing and integrating these diverse management approaches can lead to a more holistic and effective leadership strategy, leveraging the strengths of both generations for the company's success.

Bosch-Sijtsema et al (2009, p.533-546) research reveals that the distribution of management work experience can significantly influence a team's collaboration and communication dynamics. Team members who lack sufficient experience might be prone to relying excessively on the opinions of their more seasoned colleagues during decision-making, which could limit their own critical thinking and input. Conversely, individuals with extensive experience may be inclined to assert their perspectives with conviction, potentially leading to a rigid stance that could result in decision-making deadlocks. To optimize the team's collective wisdom, it is crucial to cultivate an environment that encourages a balanced exchange of ideas, where the contributions of both novice and experienced members are valued and considered. This approach can help prevent over-reliance on any single viewpoint and promote a more collaborative and effective decision-making process.

The above content pertains to the relevant research on the management team of colleges and universities.

Chapter 3
Research Methodology

The purpose of this study mainly includes the following aspects: 1) to study the current situation of the management team of uinversity in Guangxi; 2) formulate the guidelines for improving the Efficiency of the management team of of uinversity in Guangxi, 3) evaluate the suitability and feasibility of improving the guidelines for the management team of uinversity in Guangxi. In order to solve the problems mentioned in Chapter 1 and achieve the above research objectives, the researchers mainly adopted the following research methods.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

Phase 1: The objective of this phase is to study the current situation of the management team of uinversity in Guangxi

Population and sample group

The Population

The population were Including 1096 administrators from 7 undergraduate university in Guangxi.

The Sample Group

The sample group were 285 university administrators were selected from 7 according to the sample table of Krejcie and Morgan university in Guangxi. When sampling the samples, the methods of random sampling and computer sampling are used to sample the university administrators according to Table 3.1.

Table 3.1 Lists of university and sample size

No	Names of universities in Guangxi	Population	Sample group
1	Guangxi Arts University	162	42
2	Baise University	152	40
3	Yulin Normal University	132	34
4	Hezhou University	136	35
5	Hechi University	141	37
6	Guangxi University of Science and Technology	181	47
7	Guangxi Normal University	192	50
	Total	**1096**	**285**

According to table 3.1, it showed that In order to ensure that the samples taken can represent the characteristics of the population, the sample size required for 7 universities is calculated according to the overall sampling proportion. The samples are from universities in different regions of Guangxi.

Research Instruments

Questionnaire

The instrument to collect the data for objective one, to study the current situation of guide to improving management team effectiveness in Guangxi universities was questionnaire. The questionnaire designed based on guide to improving management team effectiveness in five following aspects: 1) team goals, 2) leadership style, 3) teamwork, 4) team communication, 5) team decision-making. The questionnaire was provided into two parts:

Part 1: Survey about personal information of respondents, classified by gender and education background.

Part 2: Survey about the current situation of Guangxi university management team effectiveness. The number of questionnaire questions for each variable is designed according to the IOC questionnaire with no less than 10 questions per variable. The criteria for data interpretation based on five-point Likert's scale, as follows:

5 express the level of education management team efficiency at highest level.

4 express the level of education management team efficiency at high level.

3 express the level of education management team efficiency at medium level.

2 express the level of education management team efficiency at low level.

1 express the level of education management team efficiency at lowest level.

The data interpretation for mean value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level

3.50 – 4.49 refers to high level

2.50 – 3.49 refers to medium level

1.50 – 2.49 refers to low level

1.00 – 1.49 refers to the lowest level

Constructing a questionnaire process

The construction process of questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to education management team effectiveness.

Step 2: Constructing the questionnaire about the current situation of Current situation of management team effectiveness of Guangxi universities Then sending the questionnaire outline of questionnaire to the thesis advisors to review and revise the contents according to the suggestions.

Step 3: The index of objective congruence (IOC) of the questionnaire was examined by 5 experts. The index of objective congruence (lOC) was 0.8-1.0.

Step 4: Revise the questionnaire based on the experts' suggestions.

Step 5: The questionnaire was distributed to 30 Guangxi university administrators for try-out. The reliability of the questionnaire was obtained by Conbach’s Alpha Coefficient, the reliability was 0.974.

Step 6: The questionnaire was applied to 285 Guangxi university administrators.

Data Collection

The data collection for objective 1: to study the current situation of administrator team of uinversity in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to collect the data from 285 administrators of university in Guangxi.

Step 2: The researcher distributed the questionnaire to 285 administrators.

Data Analysis

The data analysis in this research, the researcher analyze the data by package program, as follows:

Step 1: The personal information of the respondents was analyzed by frequency and percentage, classified by gender and education background.

Step 2: The current situation of efficiency of management team of uinversity in Guangxi in five following aspects: 1)team goals,2)leadership style, 3)teamwork, 4)team communication,5)team decision-making, was analyzed by mean value and standard deviation.

Phase 2: The objective of this phase is to formulate the provide guidelines for improving the Efficiency of the management team of of uinversity in Guangxi.

Key informants

The interviewees

The interviewee in this research was the middle management cadres of 7 universities in Guangxi. The qualifications of interviewee are as follows: 1) at least 6 years of work experience in team management or involved in team management, 2) engaged in team management related research, 3) graduated with master's degree or above.

Research Instruments

Structured Interview

The instrument to collect the data for objective two, to formulate the provide guidelines for improving the Efficiency of the management team of of university in Guangxi. The structured interview designed based on the the

management efficiency status of university management team and management team in five following aspects: 1) team goals, 2) leadership style, 3) teamwork, 4) team communication, 5) team decision-making. The structured interview provide into two parts:

Part 1: The personal information of interviewees, classified by interviewee, interviewer, education background, work experience, interview time, and interview date.

Part 2: The questions about suggestion for developing the current situation of Management team effectiveness base on five aspects: 1) team goals, 2) leadership style, 3) teamwork, 4) team communication, and 5) team decision-making, for improving the Efficiency of the management team of university in Guangxi.

Constructing a structured interview process

The construction process of structured interview are as follows:

Step 1: Clarify the purpose and questions of the interview. According to the theoretical and research literature involved in this paper, clarify the interview theme, and take the variables involved in this paper as the main interview content.

Step 2: Gather background information. Collect background information on the management team of Guangxi universities, including team composition, division of responsibilities, leadership structure, etc.

Step 3: Determine the interview target and scope. from 7 mangers universities in Guangxi were interviewed.

Step 4: Develop a specific interview outline based on the research question.

Step 5: Determine the format and timing of the interview. Determine the location, time and format of the interview with the interviewee.

Step 6: Verify and revise the outline. Relevant experts or scholars are invited to verify and revise the outline. Based on the feedback, adjust the outline and ensure that it accurately reflects the purpose and question of the study.

Step 7: Conduct interviews. According to the interview outline, the interview is carried out. During the interview, questions are guided in the order of the outline, ensuring that all topics and their related issues are fully explored.

Step 8: Organize and analyze data. At the end of the interview, the collected data is collated and analyzed. The opinions and suggestions of different interview subjects were classified and summarized to extract commonalities and

characteristics. Form an in-depth understanding and specific suggestions for improving the efficiency of the management team of Guangxi universities.

Data Collection

The data collection for objective 2:To develop the guideline for Improving efficiency of management team university in Guangxi, as following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to interview invited 14 experts from the management team of Guangxi universities to conduct interviews through on-site, telephone or video to record the conversation.

Step 2: Organize the interview transcript. The interview records of the 14experts were collated and preserved as important materials for this study.

Step 3: Extract key information. Key information and important points are extracted from the interview transcript, which can be annotated or excerpted.

Step 4: Form a report or summary. According to the results of the analysis, write an interview report or summary, including the participants' views, opinions and suggestions.

Data Analysis

The structured interview about to develop the guideline for Improving efficiency of management team university in Guangxii was analyzed by content analysis.

Phase 3: the objective of this phase is to evaluate the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxii.

Key informants

The experts for evaluating to evaluate the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxii. was 15 senior managers from 7 universities in Guangxi. The qualifications of the experts are as follows: 1) More than 10 years of working experience in team management or participating in team management. 2) Engaged in certain research in the field of management. 3) Associate professor or above. 4) Evaluation experts have sufficient time and energy to invest in completing evaluation tasks and submitting evaluation reports on time. 5) Evaluation experts are able to provide objective and unbiased evaluation results.

Research Instruments

Evaluation form

The instrument to collect the data for objective three, to evaluate the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxi. The evaluation form designed based on to evaluate the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxii. in five following aspects: 1) team goals, 2) leadership style, 3) teamwork, 4) team communication, 5) team decision-making. The evaluation form provide into two parts:

Part 1: the personal information of interviewees, classified by work position, work experience, educational background, and academic title.

Part 2: The evaluation form about to evaluate the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxi. . The criteria for data interpretation based on a five-point Likert's scale, as follows:

5 refers to the suitability and feasibility of the model at the highest level.

4 refers to the suitability and feasibility of the model at a high level.

3 refers to the suitability and feasibility of the model at a medium level.

2 refers to the suitability and feasibility of the model at a low level.

1 refers to the suitability and feasibility of the model at the lowest level.

The data interpretation for mean value is based on Rensis Likert (1932). The data interpretation is as follows:

4.50 – 5.00 refers to the highest level.

3.50 – 4.49 refers to high level.

2.50 – 3.49 refers to medium level.

1.50 – 2.49 refers to low level.

1.00 – 1.49 refers to the lowest level.

Constructing a evaluation form process

The construction process of evaluation form are as follows:

Step 1: Constructing the evaluation form to evaluate the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxi.

Step 2: The evaluation form was applied to 9 senior managers from 7 universities in Guangxi.

Data Collection

The data collection for objective 3: to evaluate the to evaluate the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxi. As following procedured:

Step 1: The researcher requested requirement letter form the graduate school, Bansomdejchaopraya Rajabhat University for requiring to invite the expert to evaluate the guideline.

Step 2: The researcher distributed the evaluation form to 9 senior managers from 7 universities in Guangxi. A total of 9 evaluation form.

Data Analysis

The data analysis in this research, the researcher analyzes the data by package program, as follows: The evaluation of the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxi. is analyzed by Mean and standard deviation.

Chapter 4
Results of Analysis

The research in the guideline for improving efficiency of management team of university in Guangxi. The objectives of this research were 1) to study the current situation of efficiency of management team university in Guangxi, 2) to develop the guideline for Improving efficiency of management team university in Guangxi, 3) to evaluate the suitability and feasibility of guideline for Improving efficiency of management team university in Guangxi. The data analysis result can be presented as follows:

1. Symbol and Abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

N	population
n	refers to sample group
$\overline{X}$	refers to mean
S.D	refers to standard deviation

Presentation of Data Analysis

Part 1: The analysis result about personal information of respondents, Basic information is classified according to the respondents' work units, gender, age, degree, professional title, and experience in managing or participating in university teams. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the current situation of current situation of efficiency of management team university in Guangxi. Presented the data in the form of mean value and standard deviation.

Part 3: The analysis result about the interview contents about the guideline for improving efficiency of management team of university in Guangxi.

Part 4: The analysis result about the evaluation of the suitability and feasibility of guideline for improving efficiency of management team of university in Guangxi. Presented the data in the form of mean value and standard deviation.

Results of data analysis

The researcher analyzed the data in 3 parts as follows:

Part 1: The analysis result about personal information of respondents, Basic information is classified according to the respondents' work units, gender, age, degree, professional title, and experience in managing or participating in university teams. Presented the data in the form of frequency and percentage.

Table 4.1 Organization and percentage of respondents

(n = 285)

NO	Personal Information	Number of people	Percentage (%)
1	Baise University	40	14.04
2	Guangxi University of Science and Technology	47	16.49
3	Guangxi Normal University	50	17.54
4	Guangxi Arts University	42	14.74
5	Hechi University	37	12.98
6	Hezhou University	35	12.28
7	Yulin Normal University	34	11.93
	Total	**285**	**100**

According to Table 4.1, this study selected 285 middle-level management cadres from 7 universities in the eastern, western, southern, northern and central regions of Guangxi as survey subjects, and developed a questionnaire through "Questionnaire Star". A total of 285 questionnaires were distributed and 285 were returned, with a total return rate of 100%. Among them, 40 questionnaires were distributed to Baise University, accounting for 14.04%, 47 questionnaires were distributed to Guangxi University of Science and Technology, accounting for 16.49%, 50 questionnaires were distributed to Guangxi Normal University, accounting for 17.54%, 42 questionnaires were distributed to Guangxi Arts University, accounting for

14.74%, 37 questionnaires were distributed to Hechi University, accounting for 12.98%, 35 questionnaires were distributed to Hezhou University, accounting for 12.28%, and 34 questionnaires were distributed to Yulin Normal University, accounting for 11.93%.

Table 4.2 The age, gender and percentage of respondents

(n = 285)

	Personal Information	Frequency	Percentage (%)
Gender	Male	**211**	**74.04**
	Female	**74**	**25.96**
	Total	**285**	**100**
Age	26-35 years old	**14**	**4.92**
	36-45 years old	**104**	**36.49**
	46-55 years old	**118**	**41.40**
	Age 55 and older	**49**	**17.19**
	Total	**285**	**100**

According to Table 4.2, among the survey respondents, males accounted for the majority, with a total of 211 participants, accounting for 74.04%. Females accounted for a relatively small number, with a total of 74 participants, accounting for 25.96%. In order to further understand the age structure of Guangxi's university management team members, the age of Guangxi's management team members was divided into four age groups when setting the questionnaire. Among them, 14 people aged 26-35 years old accounted for 4.92%, 104 people aged 36-45 years old accounted for 36.49%, 118 people aged 46-55 years old accounted for 41.40%, and 49 people aged over 55 years old participated in the survey, accounting for 17.19%. It can be seen that the majority of Guangxi's university management team members participating in this survey were aged between 46 and 55 years old, followed by those aged between 36 and 45 years old, and the least were those aged between 26 and 35 years old.

Table 4.3 Degree, title and percentage of respondents

(n = 285)

	Personal Information	Frequency	Percentage (%)
Education background	Bachelor's Degreers	23	8.07
	Master's Degree	192	67.37
	Doctoral Degree	70	24.56
	Total	**285**	**100**
Academic title	Junior and Other Titles	0	0
	Intermediate Title	43	15.09
	Associate Senior Title	183	64.21
	Full Professor	59	20.7
	Total	**285**	**100**

According to Table 4.3, the degree level and professional title level are positively correlated with the management level of managers to a certain extent. When investigating the degree and professional title structure of management team members in Guangxi universities, it was found that the proportion of Bachelor's Degree holders among the surveyed management team members in Guangxi universities was the lowest, with 23 people, accounting for 8.07%. The proportion of Master's Degree holders was the highest, with 192 people, accounting for 67.37%. There were 70 people with Doctoral Degree, accounting for 24.56%. When investigating the professional title of management team members in Guangxi universities, it was found that there were no Junior and Other Titles, indicating that the professional titles of management team members in Guangxi universities are mostly Intermediate Titles and above. In the survey, there were 43 people with Intermediate Title, accounting for 15.09%, 183 people with Associate Senior Title, accounting for 64.21%, and 59 people with Full Professorship, accounting for 20.7%. Among the surveyed management team members in Guangxi universities, there were the most Associate Senior Titles, which indicates to some extent that the professional title level of the surveyed management team members in Guangxi universities is high.

Table 4.4 Management work experience and percentage

(n = 285)

	Personal Information	Frequency	Percentage (%)
Management work experience	6 years and under	14	4.91
	6-10 years	70	24.56
	11-15 years	98	34.39
	16-20 years	81	28.42
	Over 20 years	22	7.72
	Total	**285**	**100**

According to Table 4.4, in order to investigate the length of time that members of the management team in Guangxi's universities have been engaged in management work, the management work experience is divided into five levels, including 14 people who have been engaged in university management work for 6 years and under, accounting for 4.91%, 70 people who have been engaged in university management work for 6-10 years, accounting for 24.56%, 98 people who have been engaged in university management work for 11-15 years, accounting for 34.39%, 81 people who have been engaged in university management work for 16-20 years, accounting for 28.42%, and 22 people who have been engaged in university management work for over 20 years, accounting for 7.72%. This fully indicates that the members of the management team participating in this survey have been engaged in management work for many years in university management positions, are familiar with university management work, and have rich team management experience.

Part 2: The analysis result about the current situation of current situation of efficiency of management team university in Guangxi. Presented the data in the form of mean value and standard deviation.

Table 4.5 The mean value and standard deviation of the current situation of efficiency of management team university in Guangxi in five aspects

(n = 285)

	Guideline for improving efficiency of management team of university in Guangxi	$\overline{X}$	S.D.	Level	Order
1	Teamwork	3.442	0.62	medium	1
2	Team Decision-Making	3.436	0.63	medium	2
3	Team Goals	3.430	0.63	medium	3
4	Leadership Style	3.424	0.62	medium	4
5	Team Communication	3.421	0.64	medium	5
	Total	**3.43**	**0.63**	**medium**	

According to table 4.5, through a survey of the five aspects of team effectiveness in the management team of Guangxi universities, including team goals, leadership style, teamwork, team communication, and team decision-making, it was found that the current status of team effectiveness in Guangxi's university management teams is at a medium level ($\overline{X}$=3.43). In combination with the work to be carried out in this study, the levels from high to low are as follows: The highest mean is teamwork ($\overline{X}$=3.442), followed by team decision-making ($\overline{X}$=3.436), and team communication was the lowest mean ($\overline{X}$=3.421).

Table 4.6 The mean value and standard deviation of the current situation of team effectiveness in the management team of Guangxi universities in teamwork

(n = 285)

	Teamwork	$\overline{X}$	S.D.	Level	Order
1	Education administrators consider it common for members to Coordinate and collaborate closely to achieve common goals and tasks.	3.41	0.80	medium	10
2	Education administrators trust that Each member plays a crucial role in the management team and plays an important role.	3.37	0.87	medium	12
3	Education administrators trust that only by maintaining Supporting and complementing relationships between management teams can management effectiveness continue to improve.	3.47	0.87	medium	4
4	Education administrators trust that teamwork is about leveraging their respective expertise and strengths to enhance work efficiency and efficiency quality.	3.41	0.86	medium	11
5	Education administrators trust that teamwork is an effort to emphasize collective wisdom and a spirit of cooperation, and is an effective way to improve management efficiency.	3.45	0.83	medium	6
6	Education administrators trust that one of the main purposes of teamwork is to resultin efficient and high-quality work outcomes through interaction and interaction collaboration among members.	3.50	0.86	high	2

Table 4.6 (Continued)

(n = 285)

	Teamwork	$\bar{X}$	S.D.	Level	Order
7	Education administrators trust that One significant advantage of teamwork is its ability to harness the diverse wisdom and wisdom experiences of multiple individuals are more conducive to the improvement of management efficiency.	3.43	0.90	medium	8
8	Education administrators trust that teamwork is to facilitate a more comprehensive problem-solving and addressing challenges.	3.42	0.87	medium	9
9	Education administrators trust that Through knowledge sharing and collaborative efforts among members, teams can produce superior results that go far beyond what individuals working in isolation can achieve.	3.47	0.84	medium	3
10	Education administrators trust that teamwork fosters cohesion within the team and builds trust among members.	3.47	0.89	medium	5
11	Education administrators trust that teamwork enables members to establish closer bonds that contribute to better collaboration and increased job satisfaction.	3.45	0.88	medium	7
12	Education administrators trust that Teamwork also enhances productivity, as collaborative work is often more efficient than individual efforts.	3.50	0.83	high	1
13	Education administrators trust teamwork is an efficient way of working that emphasizes collaborative cooperation and cooperation collective effort. It can help improve the efficiency of team management.	3.35	0.83	medium	13
	Total	**3.44**	**0.86**	**medium**	

According to Table 4.6, it was found that the current status of teamwork in the management team of Guangxi universities is at a medium level ($\overline{X}$=3.44, S.D.=0.86). In combination with the work carried out in this study, when conducting a survey on the current status of teamwork in the management team of Guangxi universities, it was found that the survey content involved from highest to lowest levels are as follows: The highest mean is 'Education administrators trust that Teamwork also enhances productivity, as collaborative work is often more efficient than individual efforts.' ($\overline{X}$=3.50, S.D.=0.83), followed by 'Education administrators trust that one of the main purposes of teamwork is to resultin efficient and high-quality work outcomes through interaction and interaction collaboration among members.' ($\overline{X}$=3.50, S.D.=0.86), and 'Education administrators trust teamwork is an efficient way of working that emphasizes collaborative cooperation and cooperation collective effort. It can help improve the efficiency of team management.' was the lowest mean ($\overline{X}$=3.35, S.D.=0.83).

Table 4.7 The mean value and standard deviation of the current situation of team effectiveness in the management team of Guangxi universities in team decision-making

(n = 285)

	Team decision-making	$\overline{X}$	S.D.	Level	Order
1	Education administrators trust that team decision making is In a team or organization, members participate in and reach consensus to choose the best course of action or solution.	3.42	0.95	medium	6
2	Education administrators trust that Team decisions often involve discussing, analyzing, evaluating, and weighing different options to reach consensus and take action.	3.44	0.87	medium	5

Table 4.7 (Continued)

(n = 285)

	Team decision-making	$\bar{X}$	S.D.	Level	Order
3	Education administrators trust that problem definition in team decision making is essential for effective team decision making, ensuring that the team focuses on the most important problems, enabling the team to develop solutions and take action more effectively.	3.51	0.88	high	1
4	Education administrators trusts that Information collection in team decision-making is one of the key steps in the team decision-making process, and effective information collection helps the team to better understand the problem, evaluate the options, make decisions, and finally implement the plan.	3.44	0.83	medium	4
5	Education administrators sees Generate solutions in team decisions as providing a diversity of options for teams, helping to ensure that the final decision is well-considered, innovative, and forward-looking.	3.47	0.87	medium	3
6	Education administrators trust that evaluation and analysis in team decision making can help reduce the risk of decision making and improve the effectiveness of decision making to achieve the goals of team and organization.	3.38	0.87	medium	10

Table 4.7 (Continued)

(n = 285)

	Team decision-making	$\bar{X}$	S.D.	Level	Order
7	Education administrators trust that Reach consensus in team decisions helps to ensure wide acceptance and support for decisions, reaching consensus can improve the quality of decisions and enable teams to achieve better results.	3.49	0.86	high	2
8	Education administrators believe that Implementation and supervision in team decisions can ensure that decisions produce practical results. Helps to improve the efficiency and performance of the organization.	3.40	0.86	medium	9
9	Education administrators trust that The advantage of team decision-making is that it can make full use of the diverse experience and knowledge of team members to improve the quality and feasibility of decision-making.	3.38	0.88	medium	11
10	Education administrators think team decision-making can also face challenges such as differences of opinion, delayed decision-making, and power struggles. These factors directly affect the improvement of the effectiveness of the management team.	3.40	0.85	medium	8
11	Education administrators trust that establishing effective communication and collaboration mechanisms, as well as developing team members' decision-making and problem-solving skills, is essential to promote the success of team decision-making.	3.41	0.85	medium	7
	Total	**3.43**	**0.87**	**medium**	

According to table 4.7, the current status of the Guangxi college administrative team in team decision-making is at a medium level ($\overline{X}$=3.43, S.D.=0.87). In combination with the work carried out in this study, when conducting a survey on the current status of team decision-making among the Guangxi college administrative team, it was found that the survey content involved from highest to lowest levels are as follows: The highest mean is 'Education administrators trust that problem definition in team decision making is essential for effective team decision making, ensuring that the team focuses on the most important problems, enabling the team to develop solutions and take action more effectively.' ($\overline{X}$=3.51,S.D.=0.88), followed by 'Education administrators trust that Reach consensus in team decisions helps to ensure wide acceptance and support for decisions, reaching consensus can improve the quality of decisions and enable teams to achieve better results.' ($\overline{X}$=3.49, S.D.=0.86), and 'Education administrators trust that The advantage of team decision-making is that it can make full use of the diverse experience and knowledge of team members to improve the quality and feasibility of decision-making.' was the lowest mean ($\overline{X}$=3.38, S.D.=0.88).

Table 4.8 The mean value and standard deviation of the current situation of team effectiveness in the management team of Guangxi universities in team goals (n = 285)

	Team Goals	$\overline{X}$	S.D.	Level	Order
1	Education administrators have a clear understanding of Team goals and are clear and focused on specific outcomes.	3.42	0.87	medium	7
2	Education administrators trust that the achievement of team goals is the result of Collaboratively strives by team members.	3.50	0.76	high	2
3	Education administrators trust that the goals of the team are Clear and specific objectives in order to know if the team is moving in the right direction.	3.36	0.88	medium	11

Table 4.8 (Continued)

(n = 285)

	Team Goals	$\bar{X}$	S.D.	Level	Order
4	Education administrators trust that the goals of the team are aligned with the Strategic goals and mission of the organization so that the efforts of the team can better support the overall strategy.	3.37	0.87	medium	10
5	Education administrators trust the team's goals set a clear Direction and priorities to ensure that work does not drag on.	3.44	0.84	medium	4
6	Education administrators trust that the Measurability and progress of the team's goals are clear to ensure that the team's goals can be achieved.	3.43	0.91	medium	5
7	Education administrators trust that team members achieve Achievement and satisfaction in pursuing their goals.	3.37	0.86	medium	9
8	Education administrators trust that team goals have specific deadlines to ensure that management activities are conducted in an orderly manner.	3.51	0.88	high	1
9	Education administrators trust that the goals of a team inspire better Collaboration and cooperation among team members to achieve this common goal together.	3.46	0.86	medium	3
10	Education administrators trust that team goals can stimulate team members' morale and motivation to maintain organizational vitality.	3.39	0.89	medium	8
11	Education administrators think the clarity and comprehensiveness of team goals help guide the team in staying focused, coordinating actions, and achieving significant results in a complex work environment.	3.42	0.83	medium	6
	Total	**3.42**	**0.86**	**medium**	

According to table 4.8, it is found that the current status of the Guangxi college administrative team in team goals is at a medium level ($\overline{X}$=3.42, S.D.=0.86). In combination with the work carried out in this study, when conducting a survey on the current status of team goals among the Guangxi college administrative team, it was found that the survey content involved from highest to lowest levels are as follows: The highest mean is 'Education administrators trust that team goals have specific deadlines to ensure that management activities are conducted in an orderly manner.' ($\overline{X}$=3.51, S.D.=0.88), followed by 'Education administrators trust that the achievement of team goals is the result of Collaboratively strives by team members.' ($\overline{X}$=3.49, S.D.=0.76), and 'Education administrators trust that the goals of the team are Clear and specific objectives in order to know if the team is moving in the right direction.' was the lowest mean ($\overline{X}$=3.36, S.D.=0.88).

Table 4.9 The mean value and standard deviation of the current situation of team effectiveness in the management team of Guangxi universities in leadership style

(n = 285)

	Leadership style	$\overline{X}$	S.D.	Level	Order
1	Education administrators trust that the leadership style of team managers can affect the behavior and work of team members within the organization.	3.44	0.87	medium	3
2	Education administrators trust that Different leadership styles have varying impacts on team effectiveness and employee job satisfaction.	3.41	0.83	medium	5
3	Education administrators trust that Task-Oriented Leadership Style managers promote the improvement of team effectiveness through clear guidance and control.	3.41	0.87	medium	7

Table 4.9 (Continued)

(n = 285)

	Leadership style	$\overline{X}$	S.D.	Level	Order
4	Education administrators trust that Relationship-Oriented Leadership Style tends to adopt a supportive and caring attitude, this can enhance employee's sense of belonging and loyalty, and then affect the improvement of team effectiveness.	3.41	0.85	medium	6
5	Education administrators trust that Relationship-Oriented Leadership Style encourages team members to participate in decision-making and problem-solving processes, this helps improve employee engagement and commitment, which in turn affects the effectiveness of management teams.	3.41	0.91	medium	8
6	Education administrators trust that managers with an Empowering Leadership Style trust in the abilities of employees and encourage them to solve problems independently, thus affecting the improvement of management team effectiveness.	3.37	0.92	medium	10
7	According to Education administrators, managers of the Democratic Leadership Style emphasize democratic decision-making within the team and jointly formulate goals and strategies, thus affecting the improvement of the effectiveness of the management team.	3.46	0.80	medium	1

Table 4.9 (Continued)

(n = 285)

	Leadership style	$\bar{X}$	S.D.	Level	Order
8	Education administrators trust that leaders should strengthen Team cohesion through leadership, so as to achieve common goals.	3.38	0.87	medium	9
9	Education administrators trust that leaders should choose Appropriate leadership style according to the nature of the team, so as to improve the effectiveness of the team.	3.44	0.93	medium	4
10	Education administrators trust that leaders should choose Appropriate leadership style according to the needs of the Organization to improve the effectiveness of the team.	3.45	0.84	medium	2
	Total	**3.42**	**0.87**	**medium**	

According to table 4.9, it is found that the current status of the Guangxi college administrative team in leadership style is at a medium level ($\bar{X}$=3.42, S.D.=0.87). In combination with the work carried out in this study, when conducting a survey on the current status of leadership style among the Guangxi college administrative team, it was found that the survey content involved from highest to lowest levels are as follows: The highest mean is 'According to Education administrators, managers of the Democratic Leadership Style emphasize democratic decision-making within the team and jointly formulate goals and strategies, thus affecting the improvement of the effectiveness of the management team.' ($\bar{X}$=3.46, S.D.=0.80), followed by 'Education administrators trust that leaders should choose Appropriate leadership style according to the needs of the Organization to improve the effectiveness of the team.' ($\bar{X}$=3.45, S.D.=0.84), and 'Education administrators trust that managers with an Empowering Leadership Style trust in the abilities of employees and encourage them to solve problems independently, thus affecting the improvement of management team effectiveness.' was the lowest mean ($\bar{X}$=3.37, S.D.=0.92).

Table 4.10 The mean value and standard deviation of the current situation of team effectiveness in the management team of Guangxi universities in team communication

(n = 285)

	Team Communication	$\overline{X}$	S.D.	Level	Order
1	Education administrators trust that the process by which team members communicate, share information, express opinions, and understand the intentions of others, which is more conducive to the realization of team goals and teamwork.	3.41	0.87	medium	6
2	Education administrators trust that key element of teamwork and cooperation, involving information transfer, two-way communication, and the ability to share knowledge.	3.44	0.90	medium	4
3	Education administrators trust that Team communication is more than simply conveying information.	3.48	0.83	medium	1
4	Education administrators trust that team communication is more about purposefully interacting effectively with team members to facilitate team collaboration and decision-making.	3.46	0.86	medium	3
5	Education administrators trust that team communication should include a variety of forms of communication such as oral, written, and non-verbal, and relies on clear information transfer and reception skills.	3.47	0.91	medium	2
6	education administrators trust that team communication should have purpose orientation to ensure that team members can work together effectively to achieve the goals and tasks of the team.	3.37	0.88	medium	10

Table 4.10 (Continued)

(n = 285)

	Team Communication	$\overline{X}$	S.D.	Level	Order
7	Education administrators trust that team communication has bidirectionality, which not only contributes to the transmission of information, but also encourages team members to actively participate in solving problems together. Helps create a more dynamic and productive team environment.	3.35	0.92	medium	11
8	Education administrators trust that team communication has transparency and openness, which helps to build a healthy team culture, improve team efficiency, reduce conflicts, promote consensus formation, and enhance the sense of trust and participation of team members.	3.41	0.90	medium	7
9	Education administrators According to team communication has Effectiveness and is a key factor to team cooperation and success. Effective team communication is not only a means to achieve team goals, but also a key element to establish a positive team culture.	3.42	0.88	medium	5
10	Education administrators trust that Team communication plays a vital role in teamwork and decision-making processes.	3.42	0.88	medium	5
11	Education administrators trust that team communication helps team members better understand each other's needs and expectations, enhances teamwork and cohesion, and promotes problem solving and innovation.	3.40	0.87	medium	8

Table 4.10 (Continued)

(n = 285)

	Team Communication	$\overline{X}$	S.D.	Level	Order
12	Education administrators trust that Effective team communication also reduces misunderstandings, increases productivity, and enhances team performance and outcomes.	3.37	0.87	medium	9
	Total	**3.42**	**0.88**	**medium**	

According to table 4.10, it is found that the current status of the Guangxi college administrative team in team communication is at a medium level ($\overline{X}$=3.42, S.D.=0.88). In combination with the work carried out in this study, when conducting a survey on the current status of team communication among the Guangxi college administrative team, it was found that the survey content involved from highest to lowest levels are as follows: The highest mean is 'Education administrators trust that Team communication is more than simply conveying information.' ($\overline{X}$=3.48, S.D.=0.83), followed by 'Education administrators trust that team communication should include a variety of forms of communication such as oral, written, and non-verbal, and relies on clear information transfer and reception skills.' ($\overline{X}$=3.47, S.D.=0.91), and 'Education administrators trust that team communication has bidirectionality, which not only contributes to the transmission of information, but also encourages team members to actively participate in solving problems together. Helps create a more dynamic and productive team environment.' was the lowest mean ($\overline{X}$=3.35, S.D.=0.92).

Part 3: The analysis result about the interview contents about the guideline for improving efficiency of management team of university in Guangxi.

This section mainly focuses on the five variables of teamwork, team decision-making, team goals, leadership style, and team communication for the improvement of the effectiveness of the Guangxi college administrative team. From seven universities including Baise University, Guangxi University of Science and Technology, Guangxi Normal University, Guangxi Arts University, Hechi University, Hezhou

University, and Yulin Normal University, two people were selected from each university as interviewees to conduct semi-structured interviews. Due to factors such as time and space, face-to-face communication, telephone communication, and video communication were mainly adopted for interviewing the respondents. The interviews were then sorted and collated, and any potential recording errors or omissions were corrected. The sorted interview content was then encoded. According to the research objectives and questions, the recurrent themes, concepts, or viewpoints that emerged during the interviews were identified, and the text data was classified into predefined categories or themes. A preliminary guide for improving the five variables of teamwork, team decision-making, team goals, leadership style, and team communication for the Guangxi college administrative team was obtained.

Table 4.11 Personal information of interviewee

Interviewee	Education background	Interview Date	Interview Time
Interviewee1	**Education:** Doctor's degree **Expertise:** Education management **Work experience:** 8 years	November 10st,2023	9:10 am GMT +8 46 minutes
Interviewee2	**Education:** Doctor's degree **Expertise:** Political Science **Work experience:** 10 years	November 13st,2023	11:00 am GMT +8 50 minutes
Interviewee3	**Education:** Doctor's degree **Expertise:** Philosophy **Work experience:** 9 years	November 16st,2023	15:20 pm GMT +8 42 minutes
Interviewee4	**Education:** Master's degree **Expertise:** Law **Work experience:** 15 years	November 20st,2023	10:00 am GMT +8 49 minutes
Interviewee5	**Education:** Doctor's degree **Expertise:** Education management **Work experience:** 10 years	November 23st,2023	16:12 pm GMT +8 55 minutes

Table 4.11 (Continued)

Interviewee	Education background	Interview Date	Interview Time
Interviewee6	**Education:** Master's degree **Expertise:** Management **Work experience:** 7 years	November 27st,2023	9:30 am GMT +8 44 minutes
Interviewee7	**Education:** Doctor's degree **Expertise:** Economics **Work experience:** 8 years	November 30st,2023	14:500 pm GMT +8 48 minutes
Interviewee8	**Education:** Master's degree **Expertise:** History **Work experience:** 9 years	December 4st,2023	10:30 am GMT +8 52 minutes
Interviewee9	**Education:** Master's degree **Expertise:** Management **Work experience:** 11 years	December 6st,2023	11:00 am GMT +8 44 minutes
Interviewee 10	**Education:** Doctor's degree **Expertise:** Psychology **Work experience:** 11 years	December 8st,2023	16:300 pm GMT +8 41 minutes
Interviewee 11	**Education:** Doctor's degree **Expertise:** Sociology **Work experience:** 13 years	December 13st,2023	11:10 am GMT +8 39 minutes
Interviewee 12	**Education:** Master's degree **Expertise:** Political Science **Work experience:** 8 years	December 15st,2023	9:40 am GMT +8 51 minutes
Interviewee 13	**Education:** Master's degree **Expertise:** Management **Work experience:** 12 years	December 20st,2023	15:30 pm GMT +8 47 minutes
Interviewee 14	**Education:** Master's degree **Expertise:** Education **Work experience:**10 years	December 25st,2023	11:10 am GMT +8 47 minutes

According to table 4.11, it can be seen that during the period from November to December 2023, researchers conducted extensive interviews with 14 management personnel from seven universities: Guangxi Arts University, Baise University, Yulin Normal University, Hezhou University, Hechi University, Guangxi University of Science and

Technology, and Guangxi Normal University. These individuals were selected as they were the backbone of the administrative teams at their respective universities, possessing profound knowledge of higher education management and extensive experience in leading teams. The interviews were conducted with the primary aim of this study, aiming to gather insights and perspectives that would provide a deeper understanding of the challenges, strategies, and best practices in university management.

Analysis of interviews

This study mainly used NVivo 12 as a tool to assist in analyzing the content of the interviews. NVivo 12 provides a wealth of data import and management tools that can efficiently handle large amounts of text providing a convenient data preparation environment for qualitative research. The software's built-in coding and querying functions enabled the researcher to systematically annotate, categorize, and retrieve the text in order to dig deeper into the data for potential themes and patterns. In addition, NVivo 12 provides diverse visualization tools such as word clouds, relationship diagrams, timelines, etc. Through its powerful data management, coding, querying, and visualization functions, NVivo 12 provided a powerful aid to the qualitative analysis of the interview content in this study, which improved the efficiency and quality of the study.

After collecting the interview transcripts of the 14 interviewees, we ensured that the statements of each participant, including the tone of voice and main points, were initially organized, and the interview content was spell-checked, including correcting errors and standardizing the punctuation marks and symbols, to ensure the accuracy and authenticity of the data. After the data organization was completed, the interview content was organized into five word documents according to the interview topics in accordance with the formatting requirements of NVivo 12 for importing data, and the five documents were imported into NVivo 12 and checked for the completeness of the imported data. In NVivo 12, items were created according to each interview topic, and 5 items were created in NVivo 12 for team goals, leadership style, teamwork, team communication, and team decision-making. In order to better characterize and analyze each interview, multiple related themes were set up for each interview item in conjunction with the content of the interview, which may include information such as the interviewer's main ideas, main strategies proposed, and so on.

Table 4.12 Item nodes and related topics created in NVivo 12

	Project Node	Classification of Interview Topics	Total
1	Teamwork	Encourage cross-departmental communication and collaboration Emphasises the importance of individual contributions Collaboration among team members Enhancement of team member skills and competencies Optimising communication within the team Creating incentives and innovation The importance of evaluation and feedback in teamwork Clarifying the roles and responsibilities of team members Enhancing teamwork and effectiveness Team Adaptability and Agile Management Team Building and Collaboration Championing diversity and inclusiveness of team members Using modern communication tools Leadership engagement behaviours The role of project management in teamwork Implementing project accountability Improving incentives	17
2	Team Decision-Making	Team communication and collaboration Experience and knowledge of team members Dealing with disagreements and opinions Implementing and monitoring decisions Participation of team members in decision making Analysing Decision Making Discussions Advantages of Diversity in Team Decision Making The Importance of Team Decision Making Adjustment of Decision Making	13

Table 4.12 (Continued)

	Project Node	Classification of Interview Topics	Total
		Evaluation and analysis of the decision-making process Team goals and the overall interests of the school Transparency and sharing of information Building mutual trust	
3	Team Goals	Clear team goals Learning and innovation Communication and collaboration among team members Sense of mission and responsibility of the team Co-operation between teams Goal assessment mechanism Clear short and medium term goals Introducing a third party to evaluate the team's goals Professional development of the team Direction and focus of goals Presentation of ideas and solutions Team culture	12
4	Leadership Style	Leadership style contributes to team development Breaks down information barriers, facilitates resource sharing, and promotes teamwork Enhances team cohesion, accountability and commitment to work Values everyone's input and contribution Focuses on employee growth and needs, providing training and development opportunities Foster a positive work environment Stimulate innovation and a spirit of change Delegate with care Foster shared values and goals Establish scientific performance evaluation and incentive mechanism	14

Table 4.12 (Continued)

Project Node		Classification of Interview Topics	Total
		Establishing a clear and unambiguous team vision and mission Need for clear guidance and support Scientific and comprehensive decision-making Optimise internal management mechanisms	
5	Team Communication	Goal-Oriented Communication Focus on two-way communication Optimisation of the management model Goal-oriented management style Reduce misunderstandings and conflicts Clarify the roles and responsibilities of team members Focus on effective communication and collaboration among team members Encourage ideas and suggestions from team members Enhance team effectiveness and results Improve communication effectiveness Improve work efficiency and team performance Focus on communication and collaboration with other departments	12
		Total	**55**

According to table 4.12, based on the main purpose of the research required for this thesis, the interview content was qualitatively analyzed, and five item nodes, Teamwork, Team Decision-Making, Team Goals, Leadership Style, and Team Communication, were created in NVivo 12 software, and according to the Based on the interview outlines of each project node, and based on the full coding and analysis of the interviewees' narratives, the interviewees' narratives were categorized into 55 themes, of which Teamwork was categorized into 17 themes, Team Decision-Making was categorized into 13 themes, Team Goals was categorized into 12 themes, and Leadership Style was categorized into 14 themes. The Leadership Style item was

categorized into 14 themes, and the Team Communication item was categorized into 12 themes.

Table 4.13 NVivo 12 project node coding analysis results: teamwork

(N = 14)

Title of the interview	No.	Classification of Interview Topics	Reference points
How can effective coordination and collaboration, where each team member plays a crucial role based on their expertise and strengths, be promoted as a means to enhance the efficiency of teamwork in Guangxi high-level university management teams, please suggest specific strategies.	1	Encourage cross-departmental communication and collaboration	7
	2	Emphasises the importance of individual contributions	6
	3	Collaboration among team members	6
	4	Enhancement of team member skills and competencies	5
	5	Optimising communication within the team	5
	6	Creating incentives and innovation	4
	7	The importance of evaluation and feedback in teamwork	4
	8	Clarifying the roles and responsibilities of team members	4
	9	Enhancing teamwork and effectiveness	3
	10	Team suitability and Agile Management	3
	11	Team Building and Collaboration	3
	12	Championing diversity and inclusiveness of team members	3
	13	Using modern communication tools	3
	14	Leadership engagement behaviours	3
	15	The role of project management in teamwork	2
	16	Implementing project accountability	2
	17	Improving incentives	2
		Total	**71**

According to table 4.13, around the research theme of guideline for improving efficiency of management team of university in Guangxi, the team members were promoted as a means to enhance the efficiency of the management team based on the responses of 14 respondents to the question "How can effective coordination and collaboration, where each team member plays a crucial role based on their expertise and strengths, be promoted? coordination and collaboration, where each team member plays a crucial role based on their expertise and strengths, be promoted as a means to enhance the efficiency of teamwork in Guangxi high-level university management teams. efficiency of teamwork in Guangxi high-level university management teams, please suggest specific strategies.", the same theme described by the respondents was analyzed in NVivo 12. In NVivo 12, the content of the same topic described by the respondents was coded one by one, and a total of 71 reference points were coded corresponding to the 17 classification of Interview topics, with a mean value of reference points of 3.82. Among the coded topics, each classification of Interview topics exceeded the mean value of reference points. Interview topics exceeded the mean value of reference points by a total of 8. According to the Markov chain Monte Carlo mean theory, in order to ensure the feasibility of the content of the study, this study will delete the topics that are lower than the mean value of reference points, and push the topics that are higher than the mean value of reference points to the experts to evaluate the feasibility and suitability.

Table 4.14 NVivo 12 project node coding analysis results: team decision-making

(N = 14)

Title of the interview	No.	Classification of Interview Topics	Reference points
How does the evaluation and analysis of team decision-making, along with the processes of implementation and supervision, impact the effectiveness of university management teams in Guangxi? Additionally, in what ways do the advantages of team decision-making, such as leveraging diverse experiences and knowledge, contribute to improving the quality and feasibility of decision making, and how do teams address challenges such as differences of opinion, delayed decision-making, and power struggles in the decision-making process? Please suggest specific strategies.	1	Team communication and collaboration	15
	2	Experience and knowledge of team members	14
	3	Dealing with disagreements and opinions	12
	4	Implementing and monitoring decisions	12
	5	Participation of team members in decision making	11
	6	Analysing Decision Making Discussions	9
	7	Advantages of Diversity in Team Decision Making	5
	8	The Importance of Team Decision Making	4
	9	Adjustment of Decision Making	3
	10	Evaluation and analysis of the decision-making process	2
	11	Team goals and the overall interests of the school	2
	12	Transparency and sharing of information	2
	13	Building mutual trust	1
Total			**92**

According to table 4.14, around the research theme of guideline for improving efficiency of management team of university in Guangxi, the results are based on the responses of 14 respondents to the question "How does the evaluation and analysis of team decision-making, along with the processes of implementation and

supervision, impact the effectiveness of university management? and analysis of team decision-making, along with the processes of implementation and supervision, impact the effectiveness of university management teams in Guangxi? Additionally, in what ways do the advantages of team decision-making, such as leveraging diverse experiences and knowledge, contribute to improving the quality and feasibility of university management teams in Guangxi? Additionally, in what ways do the advantages of team decision-making, such as leveraging diverse experiences and knowledge, contribute to improving the quality and feasibility of decision-making, and how do teams address challenges such as differences of opinion, delayed decision-making, and power struggles in Guangxi? Please suggest specific strategies." in NVivo 12, the same thematic content described by the respondents was coded one by one in NVivo 12. In NVivo 12, the same topics were coded one by one, corresponding to the coding of 13 classifications of Interview topics with a total of 92 reference points, and the mean value of reference points was 7.07. Among the coded topics, each classification of Interview topics exceeded the mean value of reference points, and each classification of Interview topics exceeded the mean value of reference points. Interview topics exceeded the reference points mean value of a total of 6 topics, according to the theory of Markov chain Monte Carlo mean, in order to ensure the feasibility of the content of the study, this study will delete the topics below the reference points mean value, and the topics above the reference points mean value will be pushed to the experts to assess the feasibility and suitability.

Table 4.15 NVivo 12 project node coding analysis results: team goals

(N = 14)

Title of the interview	No.	Classification of Interview Topics	Reference points
In your experience, how have clear and specific objectives, strategic goals, and the mission of an organization contributed to the achievement and satisfaction of high-level university management teams in Guangxi, so as to improve the efficiency of university management teams in Guangxi, please put forward specific strategies.	1	Clear team goals	13
	2	Strengthen learning and innovation	13
	3	Strengthen Communication and collaboration among team members	7
	4	Enhance Sense of mission and responsibility of the team	7
	5	Co-operation between teams	6
	6	Goal assessment mechanism	5
	7	Clear short and medium term goals	3
	8	Introducing a third party to evaluate the team's goals	2
	9	Professional development of the team	2
	10	Direction and focus of goals	1
	11	Presentation of ideas and solutions	1
	12	Team culture	1
		Total	**61**

According to table 4.15, around the research theme of guideline for improving efficiency of management team of university in Guangxi, the results are based on the responses of 14 respondents to the question "In your experience, how do you have clear and specific objectives, strategic goals, and the mission of an organization contribute to the achievement and satisfaction of high-level management? have clear and specific objectives, strategic goals, and the mission of an organization contributed to the achievement and satisfaction of high-level university management teams in Guangxi, so as to improve the efficiency of management teams. In your experience, how have clear and specific objectives, strategic goals, and the mission of an organization contributed to the achievement and satisfaction of high-level university management teams in Guangxi, so as to improve the efficiency of university management teams in Guangxi, please put forward specific In NVivo 12, the

same topics described by the respondents were coded one by one, and a total of 61 reference points were coded corresponding to the 12 classifications of Interview topics. The mean value of reference points is 5.08, among the coded topics, there are 5 topics that exceed the mean value of reference points for each classification of Interview topics, according to the Markov chain Monte Carlo mean theory, in order to ensure the feasibility of the content of the study, this study will delete the topics that are lower than the mean value of reference points, and will delete the topics that are lower than the mean value of reference points, and will delete the topics that are lower than the mean value of reference points. According to Markov Chain Monte Carlo Mean Theory, to ensure the feasibility of the research content, this study will delete the topics below the reference points mean and push the topics above the reference points mean to the experts to evaluate the feasibility and suitability.

Table 4.16 NVivo 12 project node coding analysis results: leadership style

(N = 14)

Title of the interview	No.	Classification of Interview Topics	Reference points
How does an empowering leadership style influence team cohesion, and how do different leadership styles impact team effectiveness and employee job satisfaction in Guangxi high-level To improve the efficiency of university management teams in Guangxi, please propose specific strategies.	1	Well-developed Leadership style	16
	2	Breaks down information barriers, facilitates resource sharing, and promotes teamwork	12
	3	Enhances team cohesion, accountability and commitment to work	11
	4	Values everyone's input and contribution	11
	5	Focuses on employee growth and needs, providing training and development opportunities	10
	6	Foster a positive work environment	10
	7	Stimulate innovation and a spirit of change	9
	8	Delegate with care	8

Table 4.16 (Continued)

(N = 14)

Title of the interview	No.	Classification of Interview Topics	Reference points
	9	Foster shared values and goals	6
	10	Establish scientific performance evaluation and incentive mechanism	5
	11	Establishing a clear and unambiguous team vision and mission	5
	12	Need for clear guidance and support	4
	13	Scientific and comprehensive decision-making	1
	14	Optimise internal management mechanisms	1
	Total		**109**

According to table 4.16, around the research theme of guideline for improving efficiency of management team of university in Guangxi, the team cohesion and employee job satisfaction in Guangxi were influenced by the 14 respondents' answers to the question "How does an empowering leadership style influence team cohesion, and how do different leadership styles impact team effectiveness and employee job satisfaction in Guangxi". How does an empowering leadership style influence team cohesion, and how do different leadership styles impact team effectiveness and employee job satisfaction in Guangxi? high-level To improve the efficiency of university management teams in Guangxi, please propose specific strategies.", the content described by the respondents was analyzed in NVivo 12. In NVivo 12, the content of the same topic described by the respondents was coded one by one, corresponding to the coding of 14 classification of Interview topics with a total of 109 reference points, and the mean value of reference points was 7.79. Among the coded topics, each of the classification of Interview topics exceeded the reference points. classification of Interview topics exceeds the reference points mean

value of a total of 8 topics, according to the theory of Markov chain Monte Carlo mean, in order to ensure the feasibility of the content of the study, this study will delete the topics that are lower than the reference points mean value and push the topics that are higher than the reference points mean value. pointss mean, and push the topics above the reference points mean to the experts to evaluate the feasibility and suitability.

Table 4.17 NVivo 12 project node coding analysis results: team communication

(N = 14)

Title of the interview	No.	Classification of Interview Topics	Reference points
How does purpose orientation and bidirectionality in team leadership contribute to effective team communication, and in what ways does effective team communication reduce misunderstandings, increase productivity,and enhance team performance and outcomes in Guangxi high-level university management teams? Please suggest specific strategies.	1	Advocacy for Goal-Oriented Communication	13
	2	Focus on two-way communication	11
	3	Optimisation of the management model	12
	4	Goal-oriented management style	7
	5	Reduce misunderstandings and conflicts	8
	6	Clarify the roles and responsibilities of team members	8
	7	Focus on effective communication and collaboration among team members	4
	8	Encourage ideas and suggestions from team members	4
	9	Enhance team effectiveness and results	2
	10	Improve communication effectiveness	2
	11	Improve work efficiency and team performance	1
	12	Focus on communication and collaboration with other departments	1
		Total	**73**

According to table 4.17, around the research theme of guideline for improving efficiency of management team of university in Guangxi, based on 14 respondents' answers to the question "How does purpose orientation and bidirectionality in team leadership contribute to effective team communication, and in what ways does effective team communication take place? orientation and bidirectionality in team leadership contribute to effective team communication, and in what ways does effective team communication How does purpose orientation and bidirectionality in team leadership contribute to effective team communication, and in what ways does effective team communication reduce misunderstandings, increase productivity, and enhance team performance and outcomes in Guangxi high-level university management teams? Please suggest specific strategies." The content described in "Please suggest specific strategies..." was coded one by one in NVivo 12 for the same topics described by the respondents, and there were 73 codes corresponding to the 12 classifications of Interview topics. reference points, and the mean value of reference points is: 6.08, among the coded topics, there are 8 topics that each classification of Interview topics exceeds the mean value of reference points, according to the Markov chain Monte Carlo mean theory, in order to ensure the study's content feasibility, this study will delete the topics that are lower than the reference points mean and push the topics that are higher than the reference points mean to the experts to assess the feasibility and suitability.

Table 4.18 Guideline for improving efficiency of management team of university in Guangxi

Guideline for improving efficiency of management team	**No.**	**Guideline**
Enhancing Teamwork	1	Encourage cross-departmental communication and collaboration
	2	Emphasises the importance of individual contributions
	3	Collaboration among team members
	4	Enhancement of team member skills and competencies
	5	Optimising communication within the team
	6	Creating incentives and innovation
	7	The importance of evaluation and feedback in teamwork
	8	Clarifying the roles and responsibilities of team members
Improve team decision-making efficiency	1	Team communication and collaboration
	2	Experience and knowledge of team members
	3	Dealing with disagreements and opinions
	4	Implementing and monitoring decisions
	5	Participation of team members in decision making
	6	Analysing Decision Making Discussions
Clarify and achieve team goals	1	Clear team goals
	2	Learning and innovation
	3	Communication and collaboration among team members
	4	Sense of mission and responsibility of the team
	5	Co-operation between teams
Shaping an effective leadership style	1	Leadership style contributes to team evelopment
	2	Breaks down information barriers, facilitates resource sharing, and promotes teamwork

Table 4.18 (Continued)

Guideline for improving efficiency of management team	No.	Guideline
	3	Enhances team cohesion, accountability and commitment to work
	4	Values everyone's input and contribution
	5	Focuses on employee growth and needs, providing training and development opportunities
	6	Foster a positive work environment
	7	Stimulate innovation and a spirit of change
	8	Delegate with care
Enhance team communication	1	Goal-Oriented Communication
	2	Focus on two-way communication
	3	Optimisation of the management model
	4	Goal-oriented management style
	5	Reduce misunderstandings and conflicts
	6	Clarify the roles and responsibilities of team members

According to table 4.18, the researcher used NVivo 12 analysis software to qualitatively analyse the interview content, and initially summarised 68 specific measures, based on which, according to the results of the reference point marking of the categorised themes, the Guideline for improving efficiency of management team of university in Guangxi is proposed in 5 aspects, including teamwork, team decision-making, team goals, leadership style and team communication, etc. There are 8 specific measures for improving teamwork. communication and so on, Guideline for improving efficiency of management team of university in Guangxi is proposed in 33 aspects, among which there are 8 specific measures to improve teamwork, 8 specific measures to improve team There are 8 specific measures for improving teamwork, 6 guidelines for improving team decision-making, 5 measures for improving team goals, 8 strategies for improving leadership style, and 6 measures for improving team communication.

Figure 4.1 Teamword in the Guideline for improving efficiency of management team of university in Guangxi

Figure 4.2 Team decision-making in the Guideline for improving efficiency of management team of university in Guangxi

Figure 4.3 Team goals in the Guideline for improving efficiency of management team of university in Guangxi

Figure 4.4 Team communication in the Guideline for improving efficiency of management team of university in Guangxi

Figure 4.5 Leadership style in the Guideline for improving efficiency of management team of university in Guangxi

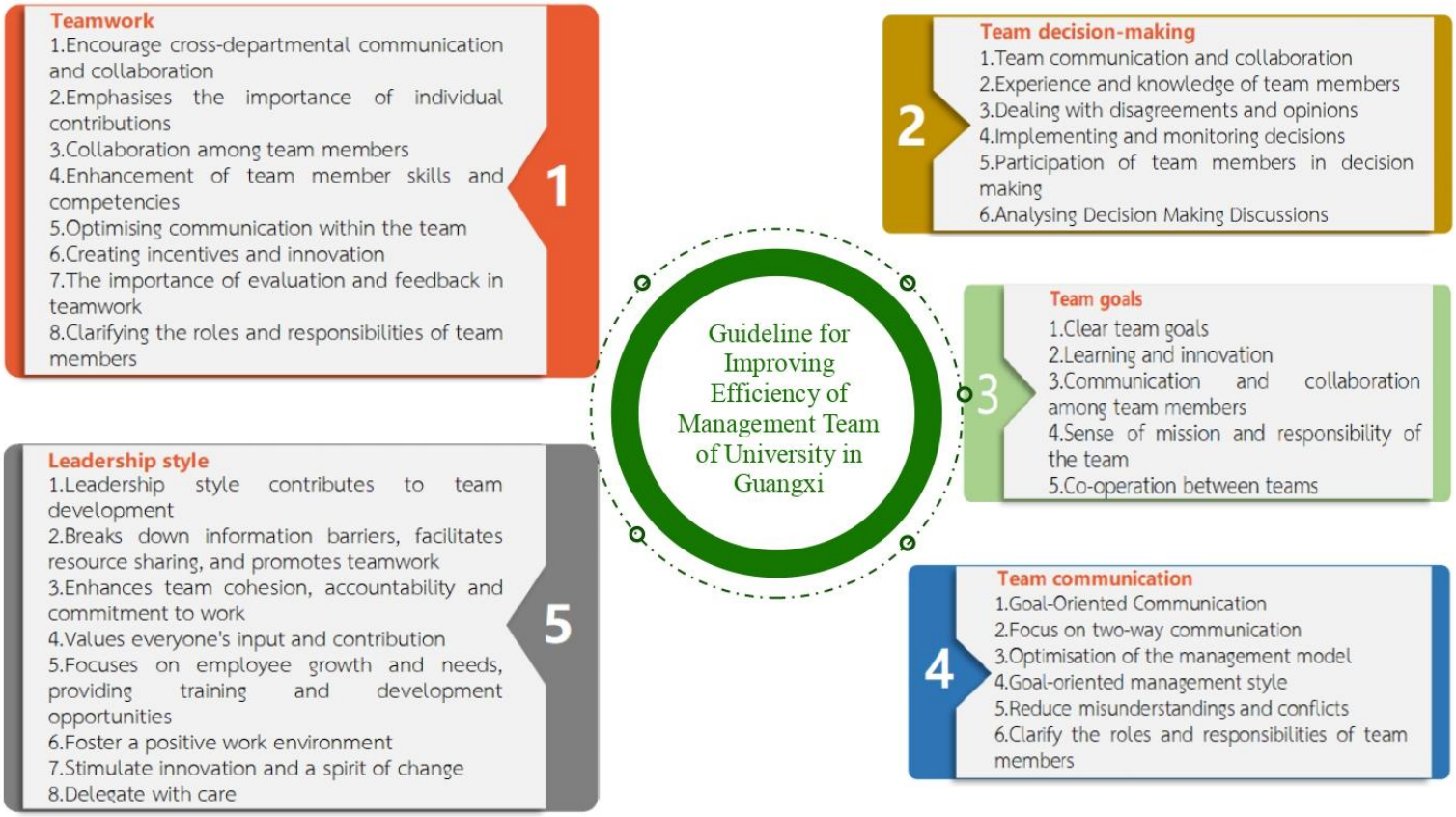

Figure 4.6 Guideline for improving efficiency of management team of university in Guangxi

Part 4: The analysis result about the evaluation of the suitability and feasibility of guideline for improving efficiency of management team of university in Guangxi. Presented the data in the form of mean value and standard deviation.

Table 4.19 The mean value and standard deviation of the evaluation of the suitability and feasibility of guideline for improving efficiency of management team in five aspects

(N = 15)

Guideline for improving efficiency of management	Suitability			Feasibility		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
Teamwork	4.58	0.23	highest	4.73	0.12	highest
Team Decision-Making	4.66	0.29	highest	4.78	0.14	highest
Team goals	4.72	0.17	highest	4.86	0.12	highest
Leadership style	4.78	0.27	highest	4.83	0.15	highest
Team communication	4.70	0.31	highest	4.82	0.13	highest
Total	**4.69**	**0.12**	**highest**	**4.80**	**0.07**	**highest**

According to table 4.19, by assessing the suitability and feasibility of the five dimensions of team goals, leadership style, teamwork, team communication, and team decision-making for the effectiveness of management team in universities in Guangxi, the the suitability of guideline for improving efficiency of management team of university in Guangxi is at the highest leve ($\overline{X}$=4.69), with a standard deviation of 0.12, and the value of the overall standard deviation is small, with a small mean deviation. In relation to the work to be carried out in this study, the levels from highest to lowest are as follows: The highest mean is leadership style ($\overline{X}$=4.78), followed by team goals ($\overline{X}$=4.72), and the lowest mean is teamwork ($\overline{X}$=4.58).

The feasibility of the guideline for improving the efficiency of management team of university in Guangxi is at the highest level ($\overline{X}$=4.80), with a standard deviation of 0.07, and the value of the overall standard deviation is small, with a small mean deviation. In relation to the work to be carried out in this study, the levels from highest to lowest are as follows: The highest mean is team goals ($\overline{X}$=4.86), followed by leadership style ($\overline{X}$=4.83), and the lowest mean is teamwork ($\overline{X}$=4.73).

Table 4.20 The mean value and standard deviation of the evaluation of the suitability and feasibility of guideline for improving efficiency of management team in teamwork

(N = 15)

	Teamwork	Suitability			Feasibility		
		$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
1	Encourage cross-departmental communication and collaboration	4.67	0.49	highest	4.87	0.35	highest
2	Emphasises the importance of individual contributions	4.73	0.46	highest	4.40	0.51	high
3	Collaboration among team members	4.47	0.52	high	4.80	0.41	highest
4	Enhancement of team member skills and competencies	4.67	0.49	highest	4.80	0.41	highest
5	Optimising communication within the team	4.60	0.51	highest	4.87	0.35	highest
6	Creating incentives and innovation	4.47	0.52	high	4.60	0.51	highest
7	he importance of evaluation and feedback in teamwork	4.60	0.51	highest	4.87	0.35	highest
8	Clarifying the roles and responsibilities of team members	4.40	0.51	high	4.67	0.49	highest
	Total	**4.58**	**0.23**	**highest**	**4.73**	**0.12**	**highest**

According to table 4.20, through the suitability and feasibility evaluation on the effectiveness of management teams in Guangxi, the suitability of management teams is the highest level ($\overline{X}$=4.58), with a standard deviation of 0.23. The overall standard deviation is small and the mean deviation is small. Combined with the work to be carried out in this study, the ranking from high to low level is as follows: The highest mean is "Emphasises the importance of individual contributions" ($\overline{X}$=4.73), followed by “encourage cross-departmental communication and collaboration” And “enhancement of team member skills and competencies "($\overline{X}$=4.67), and the lowest mean is" Clarifying the roles and responsibilities of team members "($\overline{X}$=4.40).

The feasibility of teamwork is the highest ($\overline{X}$=4.73), the standard deviation is 0.12, the overall standard deviation is small, and the mean deviation degree is small. Combined with the work to be carried out in this study, the ranking from high to low

level is as follows: The highest mean is “encourage cross-departmental communication and collaboration”,” Optimising communication within the team "And" The importance of evaluation and feedback in teamwork" ($\overline{X}$=4.87), followed by "Collaboration among team members" And "Enhancement of team member skills and competencies" ($\overline{X}$=4.80), and the lowest mean is "Emphasises the importance of individual contributions" ($\overline{X}$=4.40).

Table 4.21 The mean value and standard deviation of the evaluation of the suitability and feasibility of guideline for improving efficiency of management team in team Ddecision-making

(N = 15)

	Team Ddecision-making	Suitability			Feasibility		
		$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
1	Team communication and collaboration	4.73	0.46	highest	4.73	0.46	highest
2	Experience and knowledge of team members	4.60	0.51	highest	4.73	0.46	highest
3	Dealing with disagreements and opinions	4.53	0.52	highest	4.93	0.26	highest
4	Implementing and monitoring decisions	4.73	0.46	highest	4.73	0.46	highest
5	Participation of team members in decision making	4.80	0.41	highest	4.80	0.41	highest
6	Analysing Decision Making Discussions	4.53	0.52	highest	4.73	0.46	highest
	Total	**4.66**	**0.29**	**highest**	**4.78**	**0.14**	**highest**

According to table 4.21, the suitability and feasibility of team ddecision-making for the effectiveness of management teams in universities and colleges in Guangxi is evaluated, and the suitability of team ddecision-making is highest level ($\overline{X}$=4.66). The standard deviation is 0.29, the value of the population standard deviation is small, and the mean deviation is small. Combined with the work to be carried out in this study, the ranking from high to low level is as follows: The highest mean is "Participation of team members in decision making" ($\overline{X}$=4.80), followed by "Team communication and collaboration" And "Implementing and monitoring

decisions" ($\overline{X}$=4.73), and the lowest mean is "Dealing with disagreements and opinions" And "Analysing decision making discussions" ($\overline{X}$=4.53).

The feasibility of team ddecision-making is the highest ($\overline{X}$=4.78), the standard deviation is 0.14, the value of the overall standard deviation is small, and the mean deviation degree is small. Combined with the work to be carried out in this study, the ranking from high to low level is as follows: The highest mean is "Dealing with disagreements and opinions" ($\overline{X}$=4.93), followed by "Participation of team members in decision making" ($\overline{X}$=4.80), and the lowest mean is “team communication and collaboration”, “Experience and knowledge of team members”,” Implementing and monitoring decisions", and "Analysing decision making discussions" ($\overline{X}$=4.73).

Table 4.22 The mean value and standard deviation of the evaluation of the suitability and feasibility of guideline for improving efficiency of management team in team goals

(N = 15)

	Team goals	Suitability			Feasibility		
		$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
1	Clear team goals	4.80	0.41	highest	4.87	0.35	highest
2	Learning and innovation	4.47	0.52	high	4.87	0.35	highest
3	Communication and collaboration among team members	4.80	0.41	highest	4.80	0.41	highest
4	Sense of mission and responsibility of the team	4.87	0.35	highest	4.80	0.41	highest
5	Co-operation between teams	4.67	0.49	highest	4.93	0.26	highest
	Total	**4.72**	**0.17**	**highest**	**4.86**	**0.12**	**highest**

According to table 4.22, through the suitability and feasibility evaluation of team goals for the effectiveness of university management teams in Guangxi, the suitability of team goals is the highest level ($\overline{X}$=4.72), the standard deviation is 0.35, the overall standard deviation is small, and the mean deviation is small. Combined with the work to be carried out in this study, the ranking from high to low level is as follows: the highest mean is "Sense of mission and responsibility of the team" ($\overline{X}$=4.87), followed by "Clear team goals" and "Communication and collaboration

among team members" ($\overline{X}$=4.80), and the lowest mean is "Learning and innovation" ($\overline{X}$=4.47).

The feasibility of team goals is the highest ($\overline{X}$=4.86), and the standard deviation is 0.12. The value of the overall standard deviation is small, and the mean deviation is small. Combined with the work to be carried out in this study, the ranking from high to low level is as follows: the highest mean is "Co-operation between teams" ($\overline{X}$ =4.93), followed by "Clear team goals" and "Learning and innovation" ($\overline{X}$=4.87), and the lowest mean is “Communication and collaboration among team members” and ”Sense of mission and responsibility of the team" ($\overline{X}$=4.80).

Table 4.23 The mean value and standard deviation of the evaluation of the suitability and feasibility of guideline for improving efficiency of management team in leadership style

(N = 15)

	Leadership style	Suitability			Feasibility		
		$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
1	Leadership style contributes to team development	4.73	0.46	highest	4.67	0.49	highest
2	Breaks down information barriers, facilitates resource sharing, and promotes teamwork	4.80	0.41	highest	4.93	0.26	highest
3	Enhances team cohesion, accountability and commitment to work	4.80	0.41	highest	4.87	0.35	highest
4	Values everyone's input and contribution	4.87	0.35	highest	4.73	0.46	highest
5	Focuses on employee growth and needs, providing training and development opportunities	4.73	0.46	highest	4.80	0.41	highest
6	Foster a positive work environment	4.80	0.41	highest	4.93	0.26	highest
7	Stimulate innovation and a spirit of change	4.87	0.35	highest	4.93	0.26	highest
8	Delegate with care	4.60	0.51	highest	4.80	0.41	highest
	Total	**4.78**	**0.27**	**highest**	**4.83**	**0.15**	**highest**

According to table 4.23, through the suitability and feasibility evaluation of the leadership style of management team effectiveness in universities and colleges in Guangxi, the suitability of leadership style is the highest level ($\overline{X}$=4.78), and the standard deviation is 0.27. The value of the population standard deviation is small, and the mean deviation is small. Combined with the work to be carried out in this study, the ranking from high to low level is as follows: the highest mean is “Values everyone's input and contribution” and “Stimulate innovation and a spirit of change "($\overline{X}$=4.87), followed by" Breaks down information barriers, facilitates resource sharing, and promotes teamwork "," Enhances team cohesion, accountability and commitment to work "and" Foster a positive work environment "($\overline{X}$=4.80), and the lowest mean is "Delegate with care" ($\overline{X}$=4.60).

The feasibility of leadership style is the highest ($\overline{X}$=4.83), the standard deviation is 0.15, the value of the overall standard deviation is small, and the mean deviation degree is small. Combined with the work to be carried out in this study, the ranking from high to low level is as follows: the highest mean is “Breaks down information barriers, facilitates resource sharing, and promotes teamwork”,” Foster a positive work environment "and" Stimulate innovation and a spirit of change" ($\overline{X}$=4.93), followed by "Enhances team cohesion, accountability and commitment to work" ($\overline{X}$=4.87), and the lowest mean is "Leadership style contributes to team development" ($\overline{X}$=4.67).

Table 4.24 The mean value and standard deviation of the evaluation of the suitability and feasibility of guideline for improving efficiency of management team in team communication

(N = 15)

	Team communication	Suitability			Feasibility		
		$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
1	Goal-Oriented Communication	4.73	0.46	highest	4.80	0.41	highest
2	Focus on two-way communication	4.73	0.46	highest	4.80	0.41	highest
3	Optimisation of the management model	4.80	0.41	highest	4.93	0.26	highest
4	Goal-oriented management style	4.53	0.52	highest	4.80	0.41	highest
5	Reduce misunderstandings and conflicts	4.67	0.49	highest	4.73	0.46	highest

Table 4.24 (Continued)

(N = 15)

	Team communication	Suitability			Feasibility		
		$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
6	Clarify the roles and responsibilities of team members	4.73	0.46	highest	4.87	0.35	highest
	Total	**4.70**	**0.31**	**highest**	**4.82**	**0.13**	**highest**

According to table 4.24, based on the suitability and feasibility evaluation of the effectiveness of management team team communication in universities and colleges in Guangxi, the suitability of team communication is the highest level ($\overline{X}$=4.70), and the standard deviation is 0.31. The value of the population standard deviation is small, and the mean deviation is small. Combined with the work to be carried out in this study, the ranking from high to low level is as follows: the highest mean is "Optimisation of the management model" ($\overline{X}$=4.80), followed by "Goal-Oriented Communication" and "Focus on two-way communication" ($\overline{X}$=4.73), and the lowest mean is "Goal-oriented management style" ($\overline{X}$=4.53).

The feasibility of team communication is the highest ($\overline{X}$=4.82), the standard deviation is 0.13, the value of the overall standard deviation is small, and the mean deviation degree is small. Combined with the work to be carried out in this study, the ranking from high to low level is as follows: the highest mean is "Optimisation of the management model" ($\overline{X}$=4.93), followed by "Clarify the roles and responsibilities of team members" ($\overline{X}$=4.87), and the lowest mean is "Reduce misunderstandings and conflicts" ($\overline{X}$=4.73).

This study invited 15 doctors and professors, who have been engaged in team management practice or research in Guangxi universities for a long time, and aimed at guideline for improving efficiency of management team teamwork. The feasibility and suitability of 33 organizational guidelines summarized from 5 aspects, such as team decision-making, team goals, leadership style and team communication, were evaluated. From the results of suitability evaluation, the mean value was between 4.40 and 4.87, the maximum value was 4.87, and the minimum value was 4.4. Among them, the suitability evaluation results of 4 guidelines were at the high level, and the suitability evaluation results of 29 guidelines were at the highest level. From the

feasibility evaluation results, the mean value is between 4.40 and 4.93, the maximum value is 4.93, and the minimum value is 4.40, among which the feasibility evaluation results of 1 guide are at the high level, and the feasibility evaluation results of 32 guides are at the highest level. From the analysis of the overall suitability evaluation results of five variables, the mean value and standard deviation of the team decision-making variable are 4.58 and 0.23 respectively; the mean value and standard deviation of the team goals variable are 4.72 and 0.17 respectively; The mean value of leadership style variable is 4.78, and the standard deviation is 0.27; the mean value of team communication variable is 4.70, and the standard deviation is 0.31. The analysis results show that the overall mean value of the five variables is the highest level, and the value of the overall standard deviation is small, and the mean deviation degree is small. From the analysis of the overall feasibility evaluation results of five variables, the mean value and standard deviation of the team decision-making variable are 4.73 and 0.12 respectively; the mean value and standard deviation of the team goals variable are 4.86 and 0.12 respectively; The mean value of leadership style variable is 4.83, and the standard deviation is 0.15; the mean value of team communication variable is 4.82, and the standard deviation is 0.13. The analysis results show that the overall mean value of the five variables is the highest level, and the value of the overall standard deviation is small, and the mean deviation degree is small.

To sum up, a total of 33 guidelines for 5 aspects of guideline for improving efficiency of management team were proposed in this study, which were evaluated by experts and proved to be adaptable and feasible.

Chapter 5
Conclusion discussion and recommendations

The study conducted a research on the "Guideline for Improving Efficiency of Management Team of Universities in Guangxi." The main objectives of this research are 1) to study the current situation of the efficiency of management teams in universities in Guangxi, 2) to develop a guideline for improving the efficiency of management teams in universities in Guangxi, and 3) to evaluate the suitability and feasibility of the guideline for improving the efficiency of management teams in universities in Guangxi. This research covers five aspects: 1) teamwork, 2) team decision-making, 3) team goals, 4) leadership style, and 5) team communication. The sample group of this study consisted of 285 middle-level managers from 7 universities in Guangxi, while the interview group included 14 middle-level managers from universities. The study employed Nvivo 12 software, literature analysis, questionnaire surveys, and structured interviews. The statistic to study the data were percentage, mean, and standard deviation. The conclusion, discussion, and recommendations of this research are as follows:

Conclusion

The research in the guideline for improving efficiency of management team of university in Guangxi. the researcher summarizes the conclusion into 3 parts, detail as follows:

Part 1: The current situation of improving efficiency of management team of university in Guangxi.

Part 2: The guideline for improving efficiency of management team of university in Guangxi.

Part 3: The suitability and feasibility of guideline for improving efficiency of management team of university in Guangxi.

Part 1: The current situation of improving efficiency of management team of university in Guangxi.

Through a survey of the five aspects of team effectiveness in the management team of Guangxi universities, including team goals, leadership style, teamwork, team communication, and team decision-making, it was found that the current status of team effectiveness in Guangxi's university management teams is generally at a medium level. In combination with the work to be carried out in this study, the levels from high to low are as follows: The highest level is teamwork, followed by team decision-making, and team communication was the lowest leve.

Teamwork was at moderate level. It was found that the current status of teamwork in the management team of Guangxi universities is at a medium level. In combination with the work carried out in this study, when conducting a survey on the current status of teamwork in the management team of Guangxi universities, it was found that the survey content involved from highest to lowest levels are as follows: The highest level is 'education administrators believe that one of the main purposes of teamwork is to result in efficient and high-quality work outcomes through interaction and interaction collaboration among members.' and 'education administrators believe that teamwork also enhances productivity, as collaborative work is often more efficient than individual efforts.', followed by 'education administrators believe that teamwork also enhances productivity, as collaborative work is often more efficient than individual efforts.', and 'education administrators believe teamwork is an efficient way of working that emphasizes collaborative cooperation and cooperation collective effort. It can help improve the efficiency of team management.' was the lowest leve.

Team decision-making was at moderate level. the current status of the Guangxi college administrative team in team decision-making is at a medium level. In combination with the work carried out in this study, when conducting a survey on the current status of team decision-making among the Guangxi college administrative team, it was found that the survey content involved from highest to lowest levels are as follows: The highest level is 'education administrators believe that problem definition in team decision making is essential for effective team decision making, ensuring that the team focuses on the most important problems, enabling the team to develop solutions and take action more effectively.', followed by 'education

administrators believe that reach consensus in team decisions helps to ensure wide acceptance and support for decisions, reaching consensus can improve the quality of decisions and enable teams to achieve better results.', and 'education administrators believe that evaluation and analysis in team decision making can help reduce the risk of decision making and improve the effectiveness of decision making to achieve the goals of team and organization.' was the lowest leve.

Team goals was at moderate level. it is found that the current status of the Guangxi college administrative team in team goals is at a medium level. In combination with the work carried out in this study, when conducting a survey on the current status of team goals among the Guangxi college administrative team, it was found that the survey content involved from highest to lowest levels are as follows: The highest level is 'education administrators believe that team goals have specific deadlines to ensure that management activities are conducted in an orderly manner.', followed by 'education administrators believe that the achievement of team goals is the result of collaboratively strives by team members.', and 'education administrators believe that the goals of the team are clear and specific objectives in order to know if the team is moving in the right direction.' was the lowest leve.

Leadership style was at moderate level. it is found that the current status of the Guangxi college administrative team in leadership style is at a medium level. in combination with the work carried out in this study, when conducting a survey on the current status of leadership style among the Guangxi college administrative team, it was found that the survey content involved from highest to lowest levels are as follows: The highest level is 'according to education administrators, managers of the democratic leadership style emphasize democratic decision-making within the team and jointly formulate goals and strategies, thus affecting the improvement of the effectiveness of the management team.', followed by 'education administrators believe that leaders should choose appropriate leadership style according to the needs of the organization to improve the effectiveness of the team.', and 'education administrators believe that managers with an empowering leadership style believe in the abilities of employees and encourage them to solve problems independently, thus affecting the improvement of management team effectiveness.' was the lowest leve.

Team communication was at moderate level. it is found that the current status of the Guangxi college administrative team in team communication is at a medium level. In combination with the work carried out in this study, when conducting a survey on the current status of team communication among the Guangxi college administrative team, it was found that the survey content involved from highest to lowest levels are as follows: The highest level is 'education administrators believe that team communication is more than simply conveying information.', followed by 'education administrators believe that team communication should include a variety of forms of communication such as oral, written, and non-verbal, and relies on clear information transfer and reception skills.', and 'education administrators believe that team communication has bidirectionality, which not only contributes to the transmission of information, but also encourages team members to actively participate in solving problems together. Helps create a more dynamic and productive team environment.' was the lowest leve.

Part 2: The guideline for improving efficiency of management team of university in Guangxi.

The researchers used nvivo 12 analysis software to make a qualitative analysis of the interview content, and initially summarized 68 specific measures. On this basis, according to the results of the reference points marked on the classified topics, the research was carried out in five aspects: Team cooperation, team decision-making, team goals, leadership style and team communication. 33 concrete measures for improving efficiency of management team of university in Guangxi are put forward. Among them, there are 8 specific measures to improve team cooperation, 8 specific measures to improve team cooperation, 6 guidelines to improve team decision-making, 5 measures to improve team goals, 8 strategies to improve leadership style, and 6 measures to improve team communication.

Teamwork consisted of 8 guideline, as follows:

1. encourage cross-departmental communication and collaboration.
2. emphasises the importance of individual contributions.
3. collaboration among team members.
4. enhancement of team member skills and competencies.
5. optimising communication within the team.

6. creating incentives and innovation.
7. the importance of evaluation and feedback in teamwork.
8. clarifying the roles and responsibilities of team members.

Team decision-making consisted of 6 guideline, as follows:

1. team communication and collaboration.
2. experience and knowledge of team members.
3. dealing with disagreements and opinions.
4. implementing and monitoring decisions.
5. participation of team members in decision making.
6. analysing decision making discussions.

Team goals consisted of 5 guideline, as follows:

1. clear team goals.
2. learning and innovation.
3. communication and collaboration among team members.
4. sense of mission and responsibility of the team.
5. cooperation between teams.

Leadership style consisted of 8 guideline, as follows:

1. leadership style contributes to team development.
2. breaks down information barriers, facilitates resource sharing, and promotes teamwork.
3. enhances team cohesion, accountability and commitment to work.
4. values everyone's input and contribution.
5. focuses on employee growth and needs, providing training and development opportunities.
6. foster a positive work environment.
7. stimulate innovation and a spirit of change.
8. delegate with care.

Team communication consisted of 6 guideline, as follows:

1. goal-oriented communication.
2. focus on two-way communication.
3. optimisation of the management model.
4. goal-oriented management style.
5. reduce misunderstandings and conflicts.
6. clarify the roles and responsibilities of team members.

Part 3: The suitability and feasibility of guideline for improving efficiency of management team of university in Guangxi.

The suitability and feasibility of guideline for improving efficiency of management team in five aspects were at highest level with the values between 4.00 and 5.00, which means the guideline for improving efficiency of management team are suitability and feasibility.

The suitability and feasibility of guideline for teamwork was at highest level.

The suitability and feasibility of guideline for team decision-making efficiency was at highest level.

The suitability and feasibility of guideline for team goals was at highest level.

The suitability and feasibility of guideline for leadership style was at highest level.

The suitability and feasibility of guideline for team communication was at highest level.

Discussion

The research in the guideline for improving efficiency of management team of university in Guangxi. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: The current situation of improving efficiency of management team of university in Guangxi.

Part 2: The guideline for improving efficiency of management team of university in Guangxi.

Part 3: The suitability and feasibility of guideline for improving efficiency of management team of university in Guangxi.

Part 1: The current situation of improving efficiency of management team of university in Guangxi.

Through a survey of the five aspects of team effectiveness in the management team of Guangxi universities, including team goals, leadership style, teamwork, team communication, and team decision-making, it was found that the current status of team effectiveness in Guangxi's university management teams is generally at a medium level. In combination with the work to be carried out in this

study, the levels from high to low are as follows: The highest level is teamwork, followed by team decision-making, and team communication was the lowest leve.

The reason is that the traditional university management model is often based on strict hierarchy and authority, this administrative-led management may be able to maintain the stable operation of the organization in the past, and the management concepts formed since the long-term development of colleges and universities are also an important factor affecting the effectiveness of the university management team, which leads to difficulties in the management team to form a consensus in the areas of cooperation, decision-making, and goal-setting, and the inability to effectively integrate the team's resources in order to cope with the external challenges. This is basically consistent with the following research results: The effectiveness of management teams is affected by various factors such as organizational structure, management philosophy, and personnel quality (Chan et al., 2021, p.2251-2257), and university management teams appear to be inadequate in the face of emerging educational technologies, diverse student needs, and complex social issues (Bao Yan et al., 2021, p.695), and some team members lack the necessary management knowledge and practical skills to play their proper roles in the team. This not only affects the overall effectiveness of the team, but also restricts the improvement of the management level of universities (Pierce & Aguinis, 2013, p.313-338).

Teamwork was at medium level. Gender diversity is a crucial factor for team collaboration, and an imbalance in the proportion of men and women within a team may affect the diversity and cooperation of the team. Survey data shows that the majority of Guangxi university team members are in the age range of 36 to 55 years old, a stage where individuals are typically in the mid-career and may possess rich work experience and professional knowledge. However, there may also be generational gaps or different working methods, which could impact team collaboration. Members of the Guangxi university management team have a high level of education, indicating a high degree of homogeneity in educational backgrounds among team members, limiting the integration of different perspectives and innovative thinking. In the Guangxi university management team, there is a significant number of members with intermediate titles who have accumulated a certain level of professional skills and experience, but they may lack the leadership

and influence of members with senior titles. A certain proportion of team members have moderate levels of management experience, but there may also be issues of insufficient experience or overly rich experience, which could affect collaboration and communication among team members. Although the management team members have diversity in educational background and work experience, the imbalance in gender and age distribution may limit the potential for team cooperation. The effectiveness of team collaboration depends not only on the professional background of the members but is also influenced by culture, values, and communication methods. If there are differences among team members in these aspects, it will affect the team's cohesion and collaborative efficiency. The efficiency of team collaboration is also affected by leadership and management styles. If team leaders lack effective leadership skills or if the management style does not meet the needs of team members, it could reduce the level of team collaboration. This is basically consistent with the following research results: Gender diversity is considered an important factor for team collaboration because it can bring different perspectives, ways of thinking, and problem-solving methods to the team. Studies have shown that gender diversity has a positive impact on team performance and creativity (Ali et al., 2011, pp.1464-1485). Members of different age groups may have generational gaps or differences in working methods, which could also affect team collaboration. Younger members may be more inclined to adopt new technologies and innovative working methods, while older members may value experience and traditional methods more, and this difference could lead to communication and collaboration obstacles within the team (Tolbize, 2008, pp.1-21). Diversity in educational background can enhance a team's innovation capabilities and multi-faceted problem-solving perspectives, while educational homogeneity may lead to a more uniform team mindset, lacking in innovative drive (Zhang Xiufan & Fan Decheng, 2024, pp.1-44). Members with extensive management experience can provide valuable guidance and suggestions, but over-reliance on experience may also hinder the team's innovation and change (Shanley, 2007, pp.962-979).

Team decision-making was at medium level. Gender diversity contributes to the comprehensiveness of team decision-making, and an imbalance in gender ratios may affect the exchange of viewpoints and diversity in decision-making among team members. Survey data shows that the age span of Guangxi university

management team members is relatively large, indicating that there are differences in experience and perspectives among team members. Younger members may be more inclined towards innovation, while older members may pay more attention to stability and tradition. Such differences may lead to conflicts and compromises in the decision-making process, affecting decision-making efficiency. Surveys indicate that Guangxi university management team members possess a high level of academic qualifications. However, higher education may come with higher expectations and standards, which could lead to excessive analysis or indecision during the decision-making process. The uneven distribution of academic titles among team members can affect their confidence and influence in the decision-making process, with members of intermediate titles possibly being more cautious in decision-making, while those with senior titles may be more inclined to play a leadership role. In the Guangxi university management team, a considerable number of members have a moderate level of work experience, which can balance innovation and experience in decision-making. However, members lacking sufficient experience may overly rely on others' opinions in decision-making, and those with too much experience may insist on their own views, potentially leading to deadlock in the decision-making process. Although team members have diversity in education and work experience, the distribution of titles and age may limit the openness and innovation of the team in decision-making. At the same time, the decision-making style of the team may be influenced by the organizational culture. If the team culture encourages open discussion and consensus building, then the decision-making process may be more efficient. Conversely, if the culture tends towards hierarchy or authoritative decision-making, then the medium level of decision-making efficiency may be due to the hesitation of team members in expressing opinions and participating in decision-making.This is basically consistent with the following research results: Gender diversity can bring different perspectives, ways of thinking, and problem-solving methods to the team, which helps to improve the quality and innovation capability of team decision-making. However, an imbalance in gender ratios may affect the exchange of viewpoints and diversity in decision-making among team members (Bear & Woolley, 2011, p.146-153). Research indicates that there are significant differences in management styles among managers of different age groups; for example, older managers pay more attention to core competencies, customer relationships, and

overall factors closely related to the company's identity, while younger managers focus more on the positioning of the company in the competitive market (Oshagbemi, 2004, p.14-29). Homogeneity in educational level may limit the integration of different perspectives and innovative thinking in the team, and this homogeneity may affect the team's innovation capabilities and the diversity of problem-solving strategies (Oshagbemi & Gill, 2003, p.288-298). The distribution of management work experience may also have an impact on the team's collaboration and communication; members lacking sufficient experience may overly rely on others' opinions in decision-making, and those with too much experience may insist on their own views, potentially leading to deadlock in the decision-making process (Bosch-Sijtsema et al., 2009, p.533-546).

Team goals was at medium level. In the management team of Guangxi universities, males make up a considerable proportion. Gender diversity helps the team view issues and goals from different perspectives, but an imbalance in gender ratios can also limit the diversity and inclusiveness of team goal setting. Surveys show that the majority of Guangxi university management team members are between 36 and 55 years old. Members in this age group may have accumulated rich experience in their careers, but there may also be resistance to new ideas and changes, which could affect the team's acceptance and pursuit of new goals. Members of the Guangxi university management team have a high level of academic literacy. However, members with higher education may have higher expectations for goal setting, leading to high standards and strictness in the goal-setting process, affecting the formation of team consensus on goals. The uneven structure of academic titles will also affect the participation and influence of team members in goal setting, with different academic titles, members may have different understandings and expectations of goals. Data shows that most members have 6-20 years of work experience, indicating that the members of the Guangxi university management team are experienced, with solid professional knowledge and management skills, but may also lack innovation due to adherence to traditional practices. At the same time, members lacking experience may lack a voice in goal setting, while those with too much experience may be too insistent on their own opinions. Although team members have certain diversity in education and work experience, the distribution of age and gender may limit the breadth and balance of

the team in goal setting. The setting and pursuit of team goals are influenced by organizational culture and leadership style. If the organizational culture encourages innovation and goal orientation, and the leadership style supports member participation and consensus building, then the team's goal dimension may be higher. Conversely, if the culture and style tend to be conservative or authoritative, the setting and pursuit of team goals may be affected. This is basically consistent with the following research results: An imbalance in gender ratios may limit the diversity and inclusiveness of team goal setting, as a dominant gender may affect the exchange of views among team members (Mannix & Neale, 2005, p.31-35). Higher education may come with higher expectations and standards, which could lead to high standards and strictness in the goal-setting process, affecting the formation of team consensus on goals (Riebe et al., 2016, p.619-664). Members lacking experience may lack a voice in goal setting, while those with too much experience may be too insistent on their own opinions, potentially leading to deadlock in the decision-making process (Hallegatte & Rentschle, 2015, p.193-210).

Leadership style was at medium level. Gender diversity may influence the variety and inclusiveness of leadership styles. Males and females may exhibit differences in leadership styles, and a team where one gender dominates may not fully leverage the diversity of leadership styles brought by different genders. Survey data indicates that the age distribution of Guangxi university management team members ranges from 26-35 years old to over 55 years old, with the majority falling within the 36-55 age bracket. Members from different age groups may be inclined towards different leadership styles; for example, younger members may prefer a transformational leadership style, while older members may prefer a transactional leadership style. This age distribution may lead to a balance of leadership styles within the team but may also result in a lack of a unified leadership approach. The majority of members hold master's or doctoral degrees, signifying a high level of academic literacy within the team. Members with advanced degrees may expect leaders to adopt more knowledge-oriented and strategic leadership styles, but this could also lead to a moderate level of satisfaction with the leadership style due to high expectations. In the Guangxi university management team, a considerable proportion of members hold intermediate titles, and the distribution of titles may affect the acceptance and adaptability of leadership styles. Members with senior

titles may expect more participation and respect, while those with intermediate titles may seek more guidance and support. Additionally, members with varying levels of experience may have different expectations and preferences for leadership styles; members with less experience may prefer clear guidance, while those with more experience may desire more autonomy and empowerment. Although the team has a certain degree of diversity in educational background and work experience, the distribution of gender and age may limit the diversity and adaptability of leadership styles. Furthermore, the leadership style of the university management team is also influenced by external environments and pressures, such as policy changes, market competition, and resource allocation. These factors may cause fluctuations in leadership styles as they adapt to external pressures, affecting their stability and consistency.This is basically consistent with the following research results: Males and females may exhibit differences in leadership styles, and these differences can bring various perspectives and problem-solving methods to the team, thereby enhancing the team's innovation capabilities and decision-making quality (Oshagbemi & Gill, 2003, p.288-298). Members from different age groups may be inclined towards different leadership styles; younger members may prefer a transformational leadership style, while older members may prefer a transactional leadership style. This age distribution may lead to a balance of leadership styles within the team but may also result in a lack of a unified leadership approach (Oshagbemi, 2004, p.14-29). Members with advanced degrees may expect leaders to adopt more knowledge-oriented and strategic leadership styles, but this could also lead to a moderate level of satisfaction with the leadership style due to high expectations. Research indicates that the level of education exerts a certain influence on leadership styles; leaders with higher levels of education may expect more knowledge-oriented and strategic leadership approaches, but this could also lead to dissatisfaction due to high expectations (Alonderiene & Majauskaite, 2016, p.140-164). The leadership style of the university management team is also affected by external environments and pressures, such as policy changes, market competition, and resource allocation. These factors may cause fluctuations in leadership styles as they adapt to external pressures, affecting their stability and consistency (Bucic et al., 2010, p.228-248).

Team communication was at medium level. When investigating the age structure of the Guangxi university management team, it was found that the team

members span a wide age range, and members from different age groups may have different communication habits and preferences. For instance, younger members may be more accustomed to using modern communication tools, while older members may prefer face-to-face communication. The broad distribution of age groups leads to a diversity of communication methods, which can cause communication barriers among team members of different ages. Surveys show that the majority of members hold master's or doctoral degrees, indicating that the Guangxi university management team has a high level of education. However, members with higher education may expect more in-depth and professional communication, which may result in dissatisfaction with everyday communication. At the same time, members with different titles may play different roles in communication, with senior title members expecting more speaking rights and respect, while intermediate title members may look forward to more guidance and support. In the Guangxi university management team, the management work experience of team members ranges from less than 6 years to over 20 years. Members with different levels of experience may have different expectations and needs for communication; members with less experience may require more guidance and feedback, while those with more experience may expect more efficient communication. Although the team has certain diversity in educational background and work experience, the distribution of gender and age may limit the diversity and adaptability of communication methods. An effective communication mechanism is crucial for team communication. If the team lacks effective communication channels or tools, even if members have high education and rich experience, team communication may also be affected. Trust, respect, and collaboration within the team are essential for effective communication. If there is distrust or lack of respect within the team, even if members have excellent communication skills, team communication may also be affected. This is basically consistent with the following research results: The broad distribution of age groups leads to a diversity of communication methods, causing communication barriers among team members of different ages. Studies have pointed out that individuals at different life stages will exhibit different characteristics and needs in interpersonal communication (Mannix & Neale., 2005, p.31-35). Members with different levels of experience may have different expectations and needs for communication. Members with less experience may require

more guidance and feedback, while those with more experience may expect more efficient communication (Liu et al., 2005, p.262-270). Trust, respect, and collaboration within the team are essential for effective communication; if there is distrust or lack of respect within the team, even if members have excellent communication skills, team communication may also be affected (Yusuf, 2012, p.399-413).

Part 2: The guideline for improving efficiency of management team of university in Guangxi.

In this study, five aspects of teamwork, team decision-making, team goals, leadership style and team communication are proposed to improve the efficiency of management team of university in Guangxi 33 specific measures. among them, there are 8 specific measures to improve team cooperation, 8 specific measures to improve team cooperation, 6 guidelines to improve team decision-making, 5 measures to improve team goals, 8 strategies to improve leadership style, and 6 measures to improve team communication.

1. Teamwork in the guideline for improving efficiency of management team of university in Guangxi.

A total of eight guidelines have been proposed for teamwork. 1) encourage cross-departmental communication and collaboration. Cross-departmental communication can break down barriers within an organization, promote information sharing and resource integration, and improve overall work efficiency. This is basically consistent with the following research results: The collaborative work of different parts can produce the effect that the whole is greater than the sum of its parts (Zhai Datong & Kang Shugui, 2020, p.47-49), and the exchange of information between different departments plays an important role in the realization of organizational goals (Patel et al., 2012, p.1-26). 2) emphasises the importance of individual contributions. Valuing individual contributions enhances team members' sense of responsibility and mission, and motivates them to participate more actively in the team's work. This is basically consistent with the following research results: Self-actualization is the highest level of need, and it is emphasized that individual contributions can satisfy this need (Butchibabu et al., 2016, p.595-610). 3) collaboration among team members. Collaboration is the foundation of teamwork and promotes knowledge sharing, problem solving and co-innovation. This is

basically consistent with the following research results: Teamwork theory emphasizes the importance of interdependence, shared responsibility and shared outcomes among members (Zhao et al., 2021, p.1-12), and the interdependence of team members affects team performance (Song Yuan, 2009, p.197-199). 4) enhancement of team member skills and competencies. Upgrading the skills and abilities of team members is key to enhancing the overall competitiveness of the team. This is basically consistent with the following research results: Human capital theory suggests that employees' knowledge and skills are important assets of an organization, and that investment in these assets can improve organizational performance (Shi Yanling et al., 2011, p.133-136), and lifelong learning theory also emphasizes the importance of continuous learning and skill renewal for individual and organizational development (Yang Gang & Xue Huifeng, 2009, p.87-92). 5) optimising communication within the team. Effective communication is necessary to ensure that teamwork runs smoothly, reducing misunderstandings and conflict. This is basically consistent with the following research results: Clear communication and accurate understanding of information are essential for team decision-making and collaboration (Abubakar, 2019, p.104-114). 6) creating incentives and innovation. The incentive mechanism can stimulate the motivation and creativity of team members, while the innovation mechanism encourages the team to continuously explore new methods and ideas. This is basically consistent with the following research results: Motivation theory states that satisfying employees' motivational factors can increase job satisfaction and performance, emphasizing the importance of innovation for organizations to adapt to change and maintain competitive advantage (Qin Wen. 2011, p.39-40). 7) the importance of evaluation and feedback in teamwork. Regular evaluation and feedback can help team members understand their performance and make timely adjustments and improvements. This is basically consistent with the following research results: Feedback is an important component of a control system that helps the system to correct deviations and maintain stability, emphasizing the importance of goal setting and feedback in improving performance (Li Huanrong & Zhang Xiaoqin, 2007, p.177-179). 8) clarifying the roles and responsibilities of team members. Clarity of roles and responsibilities is essential to ensure that teamwork runs smoothly. A clear division of roles and responsibilities avoids overlap and conflict and increases team effectiveness. This is basically

consistent with the following research results: Individuals play specific roles in social systems, and the diffusion of responsibility effect also suggests that individuals may be more inclined to take no action when responsibility is unclear (Zhang Chaoxiao & Pu Yongjian, 2004,p.12-16).

2. Team decision-making in the guideline for improving efficiency of management team of university in Guangxi.

A total of six guidelines have been proposed for team decision-making. 1) team communication and collaboration. Effective team communication is key to ensuring the flow of information and minimizing misunderstandings and conflicts, while good collaboration promotes the achievement of team goals. This is basically consistent with the following research results: Communication theory emphasizes the importance of information exchange, especially the role of nonverbal communication, stating that interdependence and cooperation among members is critical to team performance (Ma Zhiqiang et al., 2018, p.87-93). 2) experience and knowledge of team members. In implementing team management, the expertise and experience of team members are important resources for the team and are critical to problem solving, innovation and efficiency. This is basically consistent with the following research results: Knowledge management theory emphasizes the importance of knowledge acquisition, sharing, and application for organizational success, and that employees' knowledge and skills are the core assets of an organization (Zhang Xueqing, 2011, p.65). 3) dealing with disagreements and opinions. Disagreements and disagreements are inevitable in teamwork. Handling these differences effectively can foster team growth and innovation. This is basically consistent with the following research results: Conflict management theory provides methods and strategies for dealing with intra-team conflict, such as negotiation, compromise, or third-party mediation, to harmonize the differing opinions of team members through internal conflict resolution methods (Wang Zhihao, 2022, p.98-101). 4) implementing and monitoring decisions. Effective implementation and continuous monitoring of decisions is a critical step in ensuring that team goals are achieved. This is basically consistent with the following research results: Mastery of methods for monitoring and adjusting the decision implementation process can effectively enhance the effectiveness of team management (Cai Jianqiao, 2017,

p.103-109). 5) participation of team members in decision making. Involving team members in the decision-making process can increase their satisfaction, commitment and performance. This is basically consistent with the following research results: Participatory decision-making theory clearly indicates that by encouraging employees to actively participate in the decision-making process, it can not only significantly improve the acceptability and implementation of decisions, but also effectively enhance the comprehensiveness and quality of decisions by leveraging the collective wisdom and multiple perspectives of employees, thus bringing longer-term development potential to the organization (Van Knippenberg et al., 2013, p.183-193). 6) analysing decision making discussions. By analyzing decision-making discussions, the team can identify strengths and weaknesses in the decision-making process to improve future decisions. This is basically consistent with the following research results: Decision analysis theory not only provides methods and tools to evaluate and optimize the decision-making process, but also emphasizes the importance of data-driven, logical reasoning and multiple perspectives in decision-making, thus helping decision makers make more informed and reliable choices that drive robust business growth and meet complex and changing challenges (Lassoued, 2020, p.769-780).

3. Team goal in the guideline for improving efficiency of management team of university in Guangxi.

A total of five guidelines have been proposed for team goal. 1) clear team goals. Clear team goals provide a common direction and focus for team members and help to harmonize actions and measure performance. This is basically consistent with the following research results: Goal-setting theory emphasizes that clear, specific goals not only improve performance, but also provide individuals with clear direction and effective evaluation criteria (Locke & Latham, 2002, p.705-717). 2) learning and innovation. In a rapidly changing environment, teams need to continue to learn and innovate to remain competitive. This is basically consistent with the following research results: Learning organization theory suggests the importance of continuous learning and self-transcendence by individuals and teams as the basis for organizational development, encouraging the sharing of knowledge, experience, and skills among members to facilitate the growth of collective wisdom, and encouraging members to experiment with new methods and ideas to adapt to changing

environments (Erez, 1983, p.454-463). 3) communication and collaboration among team members. Misunderstandings and conflicts can be minimized and mutual understanding and trust among team members can be enhanced through the clear, accurate and timely transmission of information. Collaboration is the process by which team members work together and support each other to achieve a common goal. Through collaboration, we can brainstorm and bring together team wisdom to improve the efficiency and quality of problem solving. This is basically consistent with the following research results: Communication theory emphasizes the importance of communication in collaboration, and facilitates the realization of teamwork through diversified communication methods, a good collaborative atmosphere, and feedback and adjustment mechanisms (Patel et al., 2012, p.1-26). 4) sense of mission and responsibility of the team. A strong sense of mission and responsibility can motivate and commit team members to be more engaged in their work. This is basically consistent with the following research results: Organizational identity theory suggests that the core of a management team is the members' recognition of the organization's values and goals, i.e., cultural identity, which enhances cohesion among team members and allows employees to exhibit positive work attitudes and behaviors (Yang Hongtao & Xiao Zhengrong, 2017, p.1340-1350). 5) cooperation between teams. In complex organizations, cooperation between different teams is essential to achieve overall goals. This is basically consistent with the following research results: The theory of cross-departmental cooperation asserts that within an organization, effective cooperation between different departments should be based on both structural and emotional considerations, so as to achieve harmony between subjective and objective elements and jointly promote the achievement of organizational goals (Lu Yibo et al., 2016, p.144-160).

4. Leadership style in the guideline for improving efficiency of management team of university in Guangxi.

A total of eight guidelines have been proposed for leadership style. 1) leadership style contributes to team development. A positive, participatory leadership style encourages team members to voice their opinions, take responsibility, and promote cooperation and coordination within the team. This is basically consistent with the following research results: Leadership style plays a central role in shaping team culture, motivating members, resolving conflict, and

driving innovation (Eddy, 2005, p.705-727). 2) breaks down information barriers, facilitates resource sharing, and promotes teamwork. Leaders need to ensure the free flow of information and equitable distribution of resources to remove potential barriers and promote cooperation and synergy among team members. This is basically consistent with the following research results: Boundary-spanning theory emphasizes the critical role of leaders in crossing different functional, departmental, or organizational boundaries to gain access to information and resources, and that information silos and uneven resource allocation can hinder team effectiveness and innovation (Wang Borong, 2019, p.57-58). 3) enhances team cohesion, accountability and commitment to work. Demonstrate commitment to team success to enhance the social identity of team members, thereby increasing their cohesion and sense of responsibility. This is basically consistent with the following research results: A tightly knit, mutually supportive team is able to meet challenges and achieve goals more effectively (Hallegatte et al., 2015, p.193-210). 4) values everyone's input and contribution. By listening to and respecting the opinions and contributions of their team members, leaders can fulfill these needs, thereby stimulating their intrinsic motivation and work ethic. This is basically consistent with the following research results: Valuing and recognizing team members contributes to a positive team climate that promotes mutual support and cooperation among team members (Zhang Jinghuan et al., 2016, p.1551-1560). 5) focuses on employee growth and needs, providing training and development opportunities. The personal growth and development of employees is critical to the long-term success of an organization. By providing training and development opportunities, leaders can help employees enhance their skills, expand their knowledge base, and lay the foundation for their future careers. This is basically consistent with the following research results: Human capital theory emphasizes that employees' knowledge and skills are important assets of an organization, and that focusing on the growth and needs of employees also helps to increase employee loyalty and job satisfaction and reduce employee turnover (Wu Xiaoming & Liu Bing, 2003, p.120-123). 6) foster a positive work environment. A positive work environment stimulates creativity and innovation in employees, increasing their productivity and satisfaction. By creating such an environment, leaders can promote cooperation and coordination among team members and drive the team toward a common goal. This is basically consistent with

the following research results: Positive psychology emphasizes the importance of fostering positive emotions and building supportive environments for individuals and organizations, and positive work environments also help to enhance employees' mental health and well-being, and improve the quality and effectiveness of their work (Du Jing & Wang Danni, 2009, p.980-988). 7) stimulate innovation and a spirit of change. Innovation and change are key to organizational survival and growth. Leaders need to encourage team members to embrace change, try new approaches and provide them with the necessary resources and support to foster innovation. This is basically consistent with the following research results: Leaders foster a positive spirit of innovation and change by establishing a culture that tolerates failure and encourages team members to learn from failure and continuously improve (Chang Runmei & Meng Liqing, 2014, p.53-57). 8) delegate with care. Effective delegation enhances the sense of responsibility and competence of team members, enabling them to better meet challenges and realize their potential. Through careful delegation, leaders can delegate some of their authority and responsibility to team members, thereby reducing their own burden and contributing to the overall development of the team. This is basically consistent with the following research results: Situational leadership theory states that leaders should adapt their leadership style to the readiness and task demands of their employees, and that leaders should provide the necessary guidance and support during the delegation process to ensure that employees are able to successfully complete the task and achieve their goals (Lin Tianlun, 2010, p.62-67).

5. Team communication in the guideline for improving efficiency of management team of university in Guangxi.

A total of six guidelines have been proposed for team communication.1) goal-oriented communication. In team communication, goal-oriented communication can ensure that team members have a common understanding of the team's goals, so as to form a unified direction of action. Goal-oriented communication ensures that the exchange of information between team members is always centered on the team's goals, thus improving the relevance and efficiency of communication. This is basically consistent with the following research results: Goal-setting theory suggests that clear and challenging goals motivate employees and improve performance (Locke & Latham, 2002, p.705-717). 2) focus on two-way communication. Through two-way

communication, teams are able to work better together, solve problems together, make informed decisions, and ultimately achieve team goals. Therefore, focusing on two-way communication is an indispensable part of improving team effectiveness and overall performance. This is basically consistent with the following research results: Focusing on two-way communication is key to ensuring that information flows smoothly and accurately within a team and promotes shared understanding (Luo Yi & Chen Yanfeng, 2015, p.62-69). 3) optimisation of the management model. Optimizing the management model is critical to enhancing team communication because it directly affects the flow of information within the team, the efficiency of decision-making, and the way members collaborate with each other. This is basically consistent with the following research results: By having the flexibility to adjust management strategies and structures, teams can better adapt to changing environments and needs, thus achieving goals more effectively (Xue Wenping, 2020, p.85-86). 4) goal-oriented management style. A goal-oriented management style is essential for enhancing team communication because it ensures that all team activities and communications are closely centered on a common goal. This management style encourages team members to clearly understand and commit to the team's goals, thus creating a common focus and direction in communication. This is basically consistent with the following research results: Transformational leaders motivate team members to go beyond their personal interests and pursue higher-level goals and accomplishments through clear goal setting and communication (Oshagbemi, 2004, p.14-29). 5) reduce misunderstandings and conflicts. Reducing misunderstandings and conflicts is critical in team communication because they can seriously impede the effective transfer of information, disrupt the team atmosphere, and can lead to project delays or failure. This is basically consistent with the following research results: Conflict is not always negative and can sometimes stimulate innovation and change, but the key lies in how conflict is managed and resolved to facilitate team development and goal achievement (Qin Wen, 2011, p.39-40). 6) clarify the roles and responsibilities of team members. Clarifying the roles and responsibilities of each team member ensures that everyone is clear about their areas of responsibility, job expectations, and how they will collaborate with others. This helps to reduce communication barriers, increase productivity and enhance team synergy. This is basically consistent with the following research results: Clear

assignment of roles and responsibilities helps to minimize role ambiguity and conflict, thereby increasing overall team effectiveness, and clarifying the roles and responsibilities of team members is the basis for enhancing team communication (Jung, 2014, p.955-981).

Part 3: The suitability and feasibility of guideline for improving efficiency of management team of university in Guangxi.

1. The suitability and feasibility of enhancing teamwork was at highest level.

It is no coincidence that teamwork was assessed to be at the highest level in terms of feasibility and suitability in the study of management team enhancement in Guangxi universities. In fact, it is the result of the management team's continuous efforts and optimization in several key areas.

First, the management team highly valued and encouraged cross-departmental communication and collaboration. As a complex organizational system, effective collaboration between departments is critical in higher education. By breaking down departmental barriers and facilitating information sharing and resource flow, the management team ensures the efficient operation of the entire organization. Second, the importance of individual contributions is emphasized, fully recognizing that teams are made up of individuals and that the unique talents and contributions of each member are key factors in team success. This recognition and respect for individual value stimulates the motivation and creativity of team members. At the same time, the management team focuses on collaboration among team members. Close cooperation among team members is promoted by clarifying common goals, building trusting relationships, and providing necessary support. This collaborative spirit not only enhances team cohesion, but also improves problem-solving skills. In addition, the management team is committed to enhancing the skills and abilities of team members. A good team requires diverse skills and knowledge. Therefore, resources are invested in providing training and development opportunities to help team members continuously improve themselves and lay the foundation for the team's long-term development. The management team has also made notable efforts to optimize communication within the team. An open and transparent communication environment is established to encourage frank exchanges

and constructive feedback among members. This type of communication helps to identify and solve problems in a timely manner and promotes continuous improvement of the team. In order to stimulate motivation and innovation among team members, the management team has also created incentives and an innovative environment. By setting up a reward system and providing development opportunities, members are encouraged to try and innovate, and bring new ideas and solutions to the team. At the same time, the management team emphasizes the role of evaluation and feedback in teamwork. Regular performance evaluations and specific, targeted feedback are provided to help team members understand their strengths and weaknesses and clarify the direction of improvement. This evaluation and feedback mechanism helps team members make continuous progress and improve the performance level of the whole team. Finally, the management team clarifies the roles and responsibilities of team members to ensure that each member is clear about his or her responsibilities and tasks. This clear role positioning helps to reduce conflicts and misunderstandings and improve the team's work efficiency.

2. The suitability and feasibility of improve team decision-making efficiency was at highest level.

In a study of management team enhancement in Guangxi universities, team decision-making was assessed to be at the highest level in terms of feasibility and suitability. This finding is based on a combination of several key factors, and the following six aspects explain in detail why team decision-making was able to reach such a high level.

First, communication and collaboration within the team is the basis for efficient decision-making. Higher education management teams focus on establishing an open and transparent communication environment that encourages positive interaction and information sharing among members. This favorable communication atmosphere helps ensure that each member is able to fully express his or her views and suggestions, while also understanding and respecting the opinions of others. By brainstorming, the team is able to consider issues more comprehensively and make more informed decisions. Second, the experience and knowledge of team members provide valuable resources for decision-making. The university management team gathers excellent talents from different fields and backgrounds, and they have rich practical experience and professional knowledge. In the decision-making process,

these members are able to draw on their experience and knowledge to provide valuable insights and suggestions to the team. This diversified knowledge and experience helps the team to evaluate various options more comprehensively and choose the optimal decision-making path. Third, dealing with disagreements and opinions is an inevitable part of team decision-making. Higher education management teams focus on fostering a spirit of consensus and compromise among members, and encourage them to accept different points of view with an open mind. In the decision-making process, the team will fully discuss differences and opinions and seek common solutions. This treatment helps to ensure the scientific and rational nature of decision-making, and also enhances the team's cohesion and centripetal force. Fourth, the implementation and monitoring of decision-making is a key link to ensure the effectiveness of decision-making. The management team of colleges and universities attaches importance to the implementation process of decision-making, and will formulate detailed implementation plans and monitoring mechanisms. They will regularly assess the implementation of decisions, identify problems in time and take appropriate remedial measures. This attention to the decision-making implementation process helps to ensure that decisions can be effectively implemented and achieve the expected results. Fifth, extensive participation of team members is an important guarantee for scientific decision-making. The university management team encourages its members to actively participate in the decision-making process and fully express their opinions and suggestions. This participatory decision-making approach helps to ensure that each member can identify with the decision-making results and enhance the team's cohesion and execution. At the same time, the extensive participation of members also helps to improve the comprehensiveness and accuracy of decision-making. Finally, in-depth analysis of decision-making discussions is an important means of improving decision-making quality. The management team of the university will record and analyze in detail the content of discussions and exchange of views in the decision-making process. Through in-depth analysis of these discussions, the team is able to identify potential problems and risks in decision-making and make timely adjustments and improvements. This emphasis on decision-making discussions helps to enhance the scientific and rigorous nature of the team's decision-making.

3. The suitability and feasibility of clarify and achieve team goals was at highest level.

It is no coincidence that team goals were assessed to be at the highest level in terms of feasibility and suitability in the study of management team enhancement in Guangxi universities. Five aspects of why team goals were able to reach such high levels are detailed below.

First, clear team goals are the cornerstone of success. In college and university management teams, each team establishes clear, specific, and measurable goals. These goals not only provide direction for team members, but also provide a basis for team decisions and actions. Clear team goals enable each member to understand his or her job and responsibilities, and thus to be more focused on their work. This goal-oriented way of working greatly improves the feasibility and suitability of the team. Secondly, learning and innovation is an important driving force to promote the realization of team goals. Management teams in colleges and universities pay attention to cultivating members' learning consciousness and innovation ability. They encourage team members to continuously learn new knowledge and skills to adapt to the changing environment and needs. At the same time, they also encourage team members to be innovative and dare to try new methods and ideas. This culture of learning and innovation enables the team to quickly adjust strategies and find new solutions when facing challenges, thus ensuring the successful realization of team goals. Third, communication and collaboration among team members is the key to realize team goals. In the management team of colleges and universities, members focus on communication and collaboration among themselves. They hold regular meetings to share information, exchange ideas, and coordinate actions. This close communication and collaboration enables the team to respond quickly to changes, solve problems, and ensure the smooth progress of team goals. At the same time, the good relationship between team members also enhances the team's cohesion and centripetal force, which makes the team more combative. Fourth, the team's sense of mission and sense of responsibility is the intrinsic motivation to realize the team's goals. Management team members of colleges and universities are well aware that their work and responsibilities are crucial to the development of the school. They have a strong sense of mission and responsibility and are willing to make efforts for the realization

of team goals. This sense of mission and responsibility motivates team members to constantly pursue excellence, transcend themselves, and contribute to the realization of team goals. Finally, cooperation between teams is also an important factor in realizing team goals. In the management system of colleges and universities, the teams are not isolated from each other, but support and cooperate with each other. They share resources, communicate with each other, and work together to contribute to the overall development of the university. This cross-team cooperation not only improves work efficiency and resource utilization, but also enhances the suitability and flexibility of the whole management system.

4. The suitability and feasibility of shaping an effective leadership style was at highest level.

In a study of management team enhancement in Guangxi universities, after in-depth assessment and analysis, leadership style was identified as a key factor in achieving the highest level of feasibility and suitability. The following eight aspects explain in detail why leadership style can achieve such high ratings.

First, an effective leadership style plays a critical role in driving team development. In college and university management teams, good leaders are able to clarify team vision and goals, providing clear direction and guidance to team members. They focus on team building and member growth, and stimulate the potential of team members through effective leadership strategies to drive the team forward as a whole. Secondly, an excellent leadership style helps to break down information barriers, promote resource sharing and strengthen teamwork. Leaders ensure smooth information flow among team members through open and transparent communication, reducing misunderstanding and disconnection. They encourage resource sharing and teamwork, creating a work atmosphere of mutual support and progress. Third, an effective leadership style enhances team cohesion, responsibility and commitment. Leaders inspire a sense of belonging and mission in their team members by leading by example and positively motivating them. They clarify the division of responsibilities and ensure that each member understands his or her job responsibilities and importance, and thus becomes more engaged in their work. Fourth, good leaders focus on the opinions and contributions of their team members. They listen to their members, respect everyone's views and ideas, and

encourage team members to actively participate in the decision-making and planning process. This inclusive leadership style helps motivate team members and inspire creativity. Fifth, effective leaders focus on the growth and needs of their employees and provide training and development opportunities. They understand the strengths and weaknesses of each member and develop personalized training plans to help employees improve their abilities and qualities. This people-centered leadership style helps to improve the overall level and efficiency of team members. Sixth, good leaders are committed to creating a positive work environment. They pay attention to the mental health and job satisfaction of team members, and reduce employees' work stress and negative emotions by creating a harmonious and pleasant work atmosphere. This style of leadership, which focuses on the well-being of employees, helps to increase team members' happiness and loyalty at work. Seventh, effective leaders are good at inspiring innovation and a sense of change. They encourage team members to try new methods and ideas, and support innovative practices and risk-taking. This open-minded leadership style helps drive teams to progress and adapt to changing environments. Finally, good leaders are very careful when delegating tasks. They assign work based on members' abilities and interests, ensuring that everyone maximizes value in their areas of expertise. This careful task delegation helps to enhance team members' motivation and sense of accomplishment.

5. The suitability and feasibility of enhance team communication was at highest level.

In a study of management team enhancement in Guangxi universities, team communication demonstrated the highest level of feasibility and suitability after careful evaluation. This finding is based on the excellence of team communication in several key aspects, and the reasons for its highest level are explained in detail in the following six aspects.

First, the communication of the college management team was goal-oriented, ensuring that information was delivered efficiently and understood accurately. In teamwork, members identify common goals and communicate with them in mind. This goal-oriented communication makes the information transmission more focused and clear, avoiding ineffective communication and information redundancy, thus improving the efficiency and quality of team work. Secondly, the team focuses on two-way communication and establishes a good interaction mechanism. In college

management teams, leaders encourage two-way communication among members, not only conveying instructions and requirements, but also listening to members' opinions and suggestions. This two-way communication helps to stimulate the enthusiasm and creativity of team members and promotes harmony and stability within the team. Third, the optimization of team communication promotes the improvement of management model. By continuously optimizing communication methods and processes, college management teams make the management model more efficient and flexible. Team members are able to respond quickly to changes and adjust strategies in a timely manner, which ensures the smooth progress of the team's work. This optimization not only improves the efficiency of the team's work, but also enhances the team's adaptability and competitiveness. Fourth, combined with the goal-oriented management style, team communication is more precise and effective. The management style of college management team is goal-oriented, focusing on results and effectiveness. Under this style, team communication is more focused on effectiveness and relevance, which ensures the efficient promotion of work. At the same time, this management style also prompts team members to pay more attention to the results of the work, which enhances the sense of responsibility and sense of mission of the whole team. Fifth, team communication reduces misunderstanding and conflict, creating a harmonious working atmosphere. In the college management team, members eliminate misunderstandings and barriers between each other through effective communication styles, avoiding the occurrence of potential conflicts. This harmonious atmosphere helps to enhance the job satisfaction and happiness of team members, and further strengthens the team's cohesion and centripetal force. Finally, team communication clarifies the roles and responsibilities of members and ensures the smooth implementation of the work. In the college management team, each member is clear about his or her responsibilities and role orientation, which makes the work distribution more clear and reasonable. Through effective communication methods, team members are able to understand each other's work progress and difficulties in a timely manner, and provide necessary support and assistance. This clear role positioning and division of responsibilities helps to improve the overall effectiveness and execution of the team.

Recommendations

Implications

The research results showed that the recommendations about guideline for improving efficiency of management team of university in Guangxi are as follows:

Teamwork higher education management team should be 1) Encourage cross-departmental communication and collaboration. Guangxi universities can establish a regular cross-departmental communication meeting mechanism to provide a platform for departments to share work progress, colleges and universities should establish a cultural atmosphere that encourages cross-departmental cooperation, and set up role models by recognizing excellent cases of cross-departmental cooperation to inspire more departments and personnel to participate in cooperation.2) Emphasize the importance of individual contribution. The success of teamwork cannot be separated from the efforts and contributions of each member. Therefore, the management team of Guangxi universities should emphasize the importance of individual contribution to stimulate the enthusiasm and creativity of team members. 3) Promote collaboration among team members. Collaboration among team members is the core of teamwork. Through clear goals and division of labor, duplication and conflict in the work can be avoided and the efficiency of teamwork can be improved.

Team decision-making higher education management team should be 1) Enhance team communication and collaboration. Effective communication is the basis for teamwork and efficient decision-making. Guangxi university management team should establish an open and transparent communication mechanism to ensure the smooth flow of information within the team. 2) Emphasize the experience and knowledge of team members. The management team of Guangxi universities brings together members with different backgrounds and specialties, and their experience and knowledge are valuable resources. These resources should be fully respected and utilized in the decision-making process. Members are encouraged to share their expertise and experience, especially when discussions and decisions involve complex issues. 3) Disagreements and disagreements are unavoidable in the team decision-making process. Guangxi university management team should establish a healthy and constructive mechanism for dealing with disagreements.

Team goals higher education management team should be 1) Define team goals. Clear goals are the direction and source of motivation for the team to move forward. When the management team of Guangxi universities formulates goals, they should ensure that the goals are clear, measurable, achievable, relevant and time-bound (SMART principle). 2) Enhance learning and innovation. In the rapidly changing educational environment, the management team of Guangxi universities must constantly learn new knowledge and skills and innovate management concepts and methods .3) Strengthen communication and collaboration among team members. Effective communication and collaboration is the key to team effectiveness. The management team of Guangxi universities should establish an open and transparent communication mechanism to ensure that information is transmitted timely and accurately within the team. 4) Enhance the team's sense of mission and responsibility. A strong sense of mission and responsibility can stimulate the enthusiasm and dedication of team members. The management team of Guangxi colleges and universities should clarify the mission and vision of the school and communicate it to every team member.

Leadership style higher education management team should be 1) Develop a good leadership style. Good leadership style is the cornerstone of enhancing team effectiveness. Leaders of Guangxi university management teams should focus on developing their leadership charisma, including but not limited to the qualities of justice and fairness, honesty and transparency, good communication and listening. 2) Breaking down information barriers to promote resource sharing and teamwork. Information barriers are a common problem that hinders team effectiveness. Leaders of management teams in Guangxi universities should work to break down these barriers and ensure the free flow of information within the team. 3) Enhance team cohesion, work responsibility and work commitment. Team cohesion and work responsibility are important manifestations of team effectiveness. Leaders of Guangxi university management team should enhance team cohesion by organizing team building activities and celebrating team success. 4) Valuing everyone's opinions and contributions. An excellent leader should know how to appreciate and cherish every contribution of team members. Leaders of Guangxi university management team should encourage team members to actively express their opinions and views, both in team meetings and in daily work.

Team communication higher education management team should be 1) Promote goal-oriented communication. Goal-oriented communication means that all communication should be centered on the common goals of the team. The management team of Guangxi universities should be clear about the purpose and expected results of communication to ensure that every communication helps the team to move towards the set goals. 2) Enhance Two-Way Communication Mechanisms. Two-way communication is the key to ensure accurate and timely transmission of information within the team. Guangxi university management teams should establish a communication environment that encourages free communication between upper and lower levels and peers. 3) Optimization of management mode. Optimizing the management mode is another important way to enhance the effectiveness of management teams in Guangxi universities. The traditional management model often focuses on hierarchy and authority, while in modern university management, a flexible, open and collaborative management model is more needed.

Future Researches

As an important base of regional education and scientific research, the effectiveness of management team of university in guangxi is directly related to the overall operation and development of the university. Future research can be carried out in the following aspects to make up for the shortcomings of this study: 1) Deepening the research on the process of team goal formulation and implementation. 2) Focus on the role of learning and innovation in team effectiveness improvement. 3) Explore the internal logic of the influence of leadership style on team effectiveness. 4) Strengthen the research and practice of team communication and collaboration mechanisms.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation for IOC Verification

List of Specialists and Letters of Specialists Invitation for IOC Verification

Serial number	Name (Title)	The Sample Group
1	Professor Dr. Ma Huanling	Guangxi Normal University
2	Professor Dr. Yi Yunfei	Hechi University
3	Professor Dr. Guan Yingjun	Guangxi University of Science and Technology
4	Professor Dr. Song Bei	Baise University
5	Professor Dr. Li Guanghai	Guangxi Normal University

Appendix B

Official Letter

Ref.No. MHESI 0643.14/605

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Ma Huanling,Guangxi Normal University

Mr.Tan Qianlin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guideline for Improving Efficiency of Management Team of University in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
www.bsru.ac.th
E-mail: grad@bsru.ac.th

Ref.No. MHESI 0643.14/606

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Yi Yunfei,Hechi University

Mr.Tan Qianlin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guideline for Improving Efficiency of Management Team of University in Guangxi"

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January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Guan Yongjun,Guangxi University of Science and Technology

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Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Song Bei,Baise University

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January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Guanghai,Guangxi Normal University

Mr.Tan Qianlin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guideline for Improving Efficiency of Management Team of University in Guangxi"

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Ref.No. MHESI 0643.14/610

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Sir or Madam

Mr.Tan Qianlin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. He is undertaking research entitle "Guideline for Improving Efficiency of Management Team of University in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
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E-mail: grad@bsru.ac.th

No	University and College
1.	Guangxi Arts University
2.	Baise University
3.	Yulin Normal University
4.	Hezhou University
5.	Hechi University
6.	Guangxi University of Science and Technology
7.	Guangxi Normal University

Ref.No. MHESI 0643.14/611

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Ma Huanling,Guangxi Normal University

Mr.Tan Qianlin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Efficiency of Management Team of University in Guangxi"

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Yi Yunfei,Hechi University

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22 January 2024

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Bansomdejchaopraya Rajabhat University
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22 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Li Xiaodong,Hechi University

Mr.Tan Qianlin is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guideline for Improving Efficiency of Management Team of University in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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Bansomdejchaopraya Rajabhat University
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22 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Lu Zhiping,Guangxi University of Science and Technology

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RE: Invitation to Evaluate the guideline

Dear Professor Dr. Cui Haibo,Yulin Normal University

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22 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr. Liu Jian,Guangxi Arts University

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RE: Invitation to Evaluate the guideline

Dear Professor Dr. Li Xiaoming,Hezhou University

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RE: Invitation to Evaluate the guideline

Dear Professor Dr.Dai Jun,Baise University

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RE: Invitation to Evaluate the guideline

Dear Professor Dr.Liu Yongjian,Yulin Normal University

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22 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr.Xiao Huihui,Hechi University

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22 January 2024

RE: Invitation to Evaluate the guideline

Dear Professor Dr.Zhang Feng,Guangxi Arts University

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Appendix C

Research Instrument

1.Surcey Questionnaire

Surcey Questionnaire on the Guideline for Improving Efficiency of Management Team of University in Guangxi

Instructions:

In order to understand the current status of management team effectiveness in Guangxi universities and establish guidelines for improving the effectiveness of management teams, researchers have reviewed a large amount of research literature and, based on the findings of previous studies combined with the present study, developed and designed this questionnaire. The questionnaire consists of five sections.

The authenticity and completeness of the questionnaire data are crucial to the results of this study. Please read the questions carefully and select the most appropriate option. There are no right or wrong answers to the questions. Except for the "Basic Information" section, this questionnaire mainly uses a 5-point rating scale: 1 - Completely Inconsistent, 2 - Somewhat Inconsistent, 3 - Neutral, 4 - Somewhat Consistent, 5 - Completely Consistent. Your responses are vital to the purpose of this research.

Once again, thank you for taking the time to participate in this survey, and for contributing your wisdom and effort to the development of guidelines for enhancing the effectiveness of management teams in universities. This questionnaire is anonymous, and the data collected will be used solely for academic research purposes. It will not be used for commercial or any other purposes. Your answers will be aggregated and analyzed together with other respondents' answers, and will be kept strictly confidential. Please feel free to answer all the questions based on your actual situation and genuine thoughts. If you would like to receive a summary of the final research results, please provide your contact information or email, and we will provide feedback in a timely manner after the study is completed. If you have any questions, please feel free to communicate with us at any time.

Thank you again for your cooperation!

Part 1: Respondent Status (Personal Information)

1.Your place of work

☐Guangxi Arts University

☐Baise University

☐Yulin Normal University

☐Hezhou University

☐Hechi University

☐Guangxi University of Science and Technology

☐Guangxi Normal University

2.Your gender

☐Male ☐Female

3. Your Age

☐26-35 years old ☐36-45 years old

☐46-55 years old ☐Age 55 and older

4. Your education background

☐Bachelor's Degreers ☐Master's Degree

☐Doctoral Degree

5. Your Professional Title

☐Junior and Other Titles ☐ Intermediate Title

☐Associate Senior Title ☐Full Professor

6. How many years of experience do you have in team management or participating in team management in universities?

☐6 years and under ☐6-10 years

☐11-15 years ☐16-20 years

☐Over 20 years

Part 2: Questionnaire

NO.	Dependent Variable Name	5	4	3	2	1
	Team Goals(The first variable)					
1	Education administrators have a clear understanding of Team goals and are clear and focused on specific outcomes.					
2	Education administrators trust that the achievement of team goals is the result of Collaboratively strives by team members.					
3	Education administrators trust that the goals of the team are Clear and specific objectives in order to know if the team is moving in the right direction.					
4	Education administrators trust that the goals of the team are aligned with the Strategic goals and mission of the organization so that the efforts of the team can better support the overall strategy.					
5	Education administrators trust the team's goals set a clear Direction and priorities to ensure that work does not drag on.					
6	Education administrators trust that the Measurability and progress of the team's goals are clear to ensure that the team's goals can be achieved.					
7	Education administrators trust that team members achieve Achievement and satisfaction in pursuing their goals.					
8	Education administrators trust that team goals have specific deadlines to ensure that management activities are conducted in an orderly manner.					
9	Education administrators trust that the goals of a team inspire better Collaboration and cooperation among team members to achieve this common goal together.					
10	Education administrators trust that team goals can stimulate team members' morale and motivation to maintain organizational vitality.					

NO.	Dependent Variable Name	5	4	3	2	1
11	Education administrators think the clarity and comprehensiveness of team goals help guide the team in staying focused, coordinating actions, and achieving significant results in a complex work environment.					
	Leadership Style(The second variable)					
1	Education administrators trust that the leadership style of team managers can affect the behavior and work of team members within the organization.					
2	Education administrators trust that Different leadership styles have varying impacts on team effectiveness and employee job satisfaction.					
3	Education administrators trust that Task-Oriented Leadership Style managers promote the improvement of team effectiveness through clear guidance and control.					
4	Education administrators trust that Relationship-Oriented Leadership Style tends to adopt a supportive and caring attitude , this can enhance employee's sense of belonging and loyalty, and then affect the improvement of team effectiveness.					
5	Education administrators trust that Relationship-Oriented Leadership Style encourages team members to participate in decision-making and problem-solving processes,this helps improve employee engagement and commitment, which in turn affects the effectiveness of management teams.					
6	Education administrators trust that managers with an Empowering Leadership Style trust in the abilities of employees and encourage them to solve problems independently, thus affecting the improvement of management team effectiveness.					
7	According to Education administrators, managers of the Democratic Leadership Style emphasize democratic decision-making within the team and jointly formulate goals and strategies, thus affecting the improvement of					

NO.	Dependent Variable Name	5	4	3	2	1
	the effectiveness of the management team.					
8	Education administrators trust that leaders should strengthen Team cohesion through leadership, so as to achieve common goals.					
9	Education administrators trust that leaders should choose Appropriate leadership style according to the nature of the team, so as to improve the effectiveness of the team.					
10	Education administrators trust that leaders should choose Appropriate leadership style according to the needs of the Organization to improve the effectiveness of the team.					
	Teamwork(The third variable)					
1	Education administrators consider it common for members to Coordinate and collaborate closely to achieve common goals and tasks.					
2	Education administrators trust that Each member plays a crucial role in the management team and plays an important role.					
3	Education administrators trust that only by maintaining Supporting and complementing relationships between management teams can management effectiveness continue to improve.					
4	Education administrators trust that teamwork is about leveraging their respective expertise and strengths to enhance work efficiency and efficiency quality.					
5	Education administrators trust that teamwork is an effort to emphasize collective wisdom and a spirit of cooperation, and is an effective way to improve management efficiency.					
6	Education administrators trust that one of the main purposes of teamwork is to resultin efficient and high-quality work outcomes through interaction and interaction collaboration among members.					

NO.	Dependent Variable Name	5	4	3	2	1
7	Education administrators trust that One significant advantage of teamwork is its ability to harness the diverse wisdom and wisdom experiences of multiple individuals are more conducive to the improvement of management efficiency.					
8	Education administrators trust that teamwork is to facilitate a more comprehensive problem-solving and addressing challenges.					
9	Education administrators trust that Through knowledge sharing and collaborative efforts among members, teams can produce superior results that go far beyond what individuals working in isolation can achieve.					
10	Education administrators trust that teamwork fosters cohesion within the team and builds trust among members.					
11	Education administrators trust that teamwork enables members to establish closer bonds that contribute to better collaboration and increased job satisfaction.					
12	Education administrators trust that Teamwork also enhances productivity, as collaborative work is often more efficient than individual efforts.					
13	Education administrators trust teamwork is an efficient way of working that emphasizes collaborative cooperation and cooperation collective effort. It can help improve the efficiency of team management.					
	Team Communication(The fourth variable)					
1	Education administrators consider it common for members to Coordinate and collaborate closely to achieve common goals and tasks.					
2	Education administrators trust that the process by which team members communicate, share information, express opinions, and understand the intentions of others, which is more conducive to the realization of team goals and teamwork.					

NO.	Dependent Variable Name	5	4	3	2	1
3	Education administrators trust that key element of teamwork and cooperation, involving information transfer, two-way communication, and the ability to share knowledge.					
4	Education administrators trust that Team communication is more than simply conveying information.					
5	Education administrators trust that team communication is more about purposefully interacting effectively with team members to facilitate team collaboration and decision-making.					
6	Education administrators trust that team communication should include a variety of forms of communication such as oral, written, and non-verbal, and relies on clear information transfer and reception skills.					
7	education administrators trust that team communication should have purpose orientation to ensure that team members can work together effectively to achieve the goals and tasks of the team.					
8	Education administrators trust that team communication has bidirectionality, which not only contributes to the transmission of information, but also encourages team members to actively participate in solving problems together. Helps create a more dynamic and productive team environment.					
9	Education administrators trust that team communication has transparency and openness, which helps to build a healthy team culture, improve team efficiency, reduce conflicts, promote consensus formation, and enhance the sense of trust and participation of team members.					
10	Education administrators According to team communication has Effectiveness and is a key factor to team cooperation and success. Effective team communication is not only a means to achieve team goals, but also a key element to establish a positive team culture.					

NO.	Dependent Variable Name	5	4	3	2	1
11	Education administrators trust that Team communication plays a vital role in teamwork and decision-making processes.					
12	Education administrators trust that team communication helps team members better understand each other's needs and expectations, enhances teamwork and cohesion, and promotes problem solving and innovation.					
	Team Decision-Making(The fifth variable)					
1	Education administrators trust that team decision making is In a team or organization, members participate in and reach consensus to choose the best course of action or solution.					
2	Education administrators trust that Team decisions often involve discussing, analyzing, evaluating, and weighing different options to reach consensus and take action.					
3	Education administrators trust that problem definition in team decision making is essential for effective team decision making, ensuring that the team focuses on the most important problems, enabling the team to develop solutions and take action more effectively.					
4	Education administrators trusts that Information collection in team decision-making is one of the key steps in the team decision-making process, and effective information collection helps the team to better understand the problem, evaluate the options, make decisions, and finally implement the plan.					
5	Education administrators sees Generate solutions in team decisions as providing a diversity of options for teams, helping to ensure that the final decision is well-considered, innovative, and forward-looking.					
6	Education administrators trust that evaluation and analysis in team decision making can help reduce the risk of decision making and improve the effectiveness of					

NO.	Dependent Variable Name	5	4	3	2	1
	decision making to achieve the goals of team and organization.					
7	Education administrators trust that Reach consensus in team decisions helps to ensure wide acceptance and support for decisions, reaching consensus can improve the quality of decisions and enable teams to achieve better results.					
8	Education administrators trust that Implementation and supervision in team decisions can ensure that decisions produce practical results. Helps to improve the efficiency and performance of the organization.					
9	Education administrators trust that The advantage of team decision-making is that it can make full use of the diverse experience and knowledge of team members to improve the quality and feasibility of decision-making.					
10	Education administrators think team decision-making can also face challenges such as differences of opinion, delayed decision-making, and power struggles. These factors directly affect the improvement of the effectiveness of the management team.					
11	Education administrators trust that establishing effective communication and collaboration mechanisms, as well as developing team members' decision-making and problem-solving skills, is essential to promote the success of team decision-making.					

2.Interview outline

Interview outline of Guideline for Improving Efficiency of Management Team of University in Guangxi

Instructions:

The interviewees in this research was 14 administrators of universities in Guangxi.The qualifications of interviewees are as follows: 1) at least 5 years of university team management experience. 2) Familiar with the operation mechanism of university management team. 3) Have a clear understanding of the university management team or have carried out corresponding research. 4) Have a certain understanding of the current situation of the school management team. 5) Willing to participate in the investigation and research of this project.

Part 1: Respondent Status (Personal Information)

1.Name (Interviewee):

2.Position:

3.School:

4.Date of Interview:

5.Length of interview:

Part 2 Interview outline

content	question
Team Goals	In your experience, how have clear and specific objectives, strategic goals, and the mission of an organization contributed to the achievement and satisfaction of high-level university management teams in Guangxi, so as to improve the efficiency of university management teams in Guangxi, please put forward specific strategies.
Leadership Style	How does an empowering leadership style influence team cohesion,and how do different leadership styles impact team effectiveness and employee job satisfaction in Guangxi high-level To improve the efficiency of university management teams in Guangxi, please propose specific strategies.

content	question
Teamwork	How can effective coordination and collaboration, where each team member plays a crucial role based on their expertise and strengths, be promoted as a means to enhance the efficiency of teamwork in Guangxi high-level university management teams, please suggest specific strategies.
Team Communicatio	How does purpose orientation and bidirectionality in team leadership contribute to effective team communication, and in what ways does effective team communication reduce misunderstandings, increase productivity,and enhance team performance and outcomes in Guangxi high-level university management teams? Please suggest specific strategies.
Team Decision-Making	How does the evaluation and analysis of team decision-making, along with the processes of implementation and supervision, impact the effectiveness of university management teams in Guangxi? Additionally, in what ways do the advantages of team decision-making, such as leveraging diverse experiences and knowledge, contribute to improving the quality and feasibility of decision-making, and how do teams address challenges such as differences of opinion, delayed decision-making, and power struggles in the decision-making process? Please suggest specific strategies.

3.Interview content

The research team conducted 14 interviews.Each interview was conducted one-on-one in a more private location where others could not overhear the conversation, ensuring that the interviewees were not disturbed by other factors.

The interview is as follows:

1.In your experience, how have clear and specific objectives, strategic goals, and the mission of an organization contributed to the achievement and satisfaction of high-level university management teams in Guangxi, so as to improve the efficiency of university management teams in Guangxi, please put forward specific strategies.

Interviewee 1

In my opinion, I have deeply realized that clear and specific goals play a crucial role in enhancing the effectiveness of our management team. This is actually similar to relying on a firm compass while sailing in the vast ocean, allowing our ship to steadily navigate in the right direction and always reminding us why we are moving forward and why we are striving. The clarity of this goal is not just a simple task, but a source of inherent cohesion within the team. It can ignite the passion within team members and make our work more focused and efficient.

Based on my personal experience, I tend to believe that it is very necessary to break down long-term goals into short- and medium-term goals when formulating them for the school. This is like setting specific tasks and milestones at different stages of an adventure to better cope with risks and challenges. Therefore, I prefer to decompose goals and set specific assessment criteria and incentive mechanisms for each stage to ensure that our plans are not only strategic but also operable and effective. In this way, each member of our team can clearly understand their responsibilities and the expected outcomes. This is like a team adventure where every team member knows their tasks and goals, and this clarity will undoubtedly play a positive role in team collaboration.

By adopting this approach, we can better collaborate and work together to achieve the strategic goals of the school. Just like a well-coordinated maritime exploration team, we can jointly navigate the rough seas and strive towards the successful shore.

Interviewee 2

I once played an interesting role in some school affairs, specifically leading the school's international development strategy. Hmm, actually, every bit of this process made me deeply feel that a clear strategic goal is like drawing a bright path for our team, allowing us to utilize resources in an orderly manner and achieve more focused and efficient use. Of course, this sense of direction and focus is not just a part of the work, but also a concrete manifestation of our team cohesion. Through clear definition of goals, our team's execution ability has been significantly improved, enabling us to form a non-negligible force in our work and tackle various challenges. In pursuing this strategic goal, we discovered an interesting phenomenon, that is, we need to constantly learn, innovate, and collaborate. You know, it's like in an adventure where we need to constantly explore the way forward, try new methods, and maintain a high level of collaboration throughout the process. This kind of learning and innovation is not just for a temporary purpose, but also a team's internal and external cultivation. We always strive to ensure that our work is consistently aligned with the school's strategic positioning, just like constantly adjusting our course while navigating at sea to ensure that our ship can move steadily forward. Overall, these efforts and collaborations are actually a small contribution to the school's development. We deeply understand that only through continuous efforts and seamless team collaboration can we contribute even more to the school's development.

Interviewee 3

I believe that this clear sense of direction enables us to have a clearer understanding of our work mission, thus motivating us to invest more in our work. In every task, a well-defined goal serves as a guide for our efforts, helping us to plan our work more systematically and achieve better results. Communication and collaboration among team members are essential components. In pursuing specific goals, we need to continuously exchange ideas and suggestions with team members to understand each other's thoughts and proposals. This open communication atmosphere allows us to collaborate better, ensuring that tasks are completed on time and with high quality. Through close team collaboration, we can also more easily overcome various challenges that arise in our work. I believe that the introduction of third-party evaluation agencies is to more comprehensively review our work, identify potential problems, and make timely improvements. Their professional opinions can help us view discipline construction and evaluation more

objectively, providing us with valuable advice and suggestions for improvement. This external perspective helps us to identify blind spots in a timely manner, thereby enhancing the team's work efficiency. By continuously accepting professional evaluations, we can better adapt to the dynamic changes in discipline construction and make greater contributions to the construction and development of the school's disciplines.

Interviewee 4

This is indeed a profound topic. I deeply understand that clear goals and strategies have a non-negligible impact on the overall quality and work efficiency of our team. This sense of direction not only motivates us to invest more in our work but also plays a crucial guiding role in team recruitment, training, and talent development. Of course, there are many practical examples in this regard. A clear and specific strategic goal can help us more precisely determine our talent needs, thereby attracting talent that meets our team's requirements more targetedly during the recruitment process. In terms of training, strategic goals serve as the basis for designing training courses and plans, ensuring that the training content aligns with the overall strategy of the school. Regarding talent development, clear goals can inspire team members to pursue self-development at higher levels and in broader areas. I believe that we need to constantly pay attention to the latest developments and trends in our field to timely adjust our management philosophy. In terms of methodology, we will flexibly apply various tools and techniques based on actual situations to ensure that our work always aligns with the school's strategic goals. This continuous effort to update is aimed at ensuring that our human resource management remains consistent with the school's overall strategy, thereby providing a solid talent guarantee for the school's long-term development.

Interviewee 5

This is indeed a profound topic. I deeply understand that having clear goals and strategies has a significant impact on the overall quality and work efficiency of our team. This sense of direction not only motivates us to work more diligently but also plays a crucial guiding role in team recruitment, training, and talent development. There are numerous practical examples in this regard.

A clear and specific strategic goal can help us more accurately determine our talent needs, enabling us to attract individuals who align with our team's requirements more effectively during the recruitment process. In terms of training,

strategic goals serve as the foundation for designing training courses and programs, ensuring that the content aligns with the overall strategy of the organization. For talent development, having well-defined goals can inspire team members to pursue self-development at higher levels and in broader areas.

I believe that it is essential to constantly stay updated with the latest developments and trends in our field to timely adjust our management philosophy. In terms of methodology, we will flexibly utilize various tools and techniques based on the actual situation to ensure that our work remains aligned with the strategic goals of the organization. This continuous effort to adapt and evolve is aimed at aligning our human resource management practices with the overall strategy of the organization, thereby providing a solid talent foundation for its long-term development.

Interviewee 6

Indeed, strategic goals play a crucial role in enhancing team effectiveness. The clarity of these strategic goals serves as a guiding force in the team's improvement process, making our work more purposeful and targeted. This sense of direction not only makes the management team more efficient but also strengthens our credibility in negotiations and collaborations. Professional development training is essential to ensure that our team members stay up-to-date with the latest developments in the field of management, thereby elevating our professional standards. Meanwhile, communication and engagement with external management teams aim to forge closer collaborative relationships, ensuring better coordination and cooperation in various work initiatives. This dual approach helps to align our efforts with the overall development strategy of the school. We strive to continuously optimize our management system by introducing more advanced techniques and methodologies to enhance our management effectiveness. At the same time, we actively seek and strengthen collaboration among teams, establishing solid partnerships with various stakeholders. These efforts are geared towards providing a more robust support system for the school, enabling its steady growth and development.

Interviewee 7

This is indeed a crucial topic. I have deeply realized that a clear sense of mission is paramount in enhancing team effectiveness. This sense of mission has

made a tangible impact on my work, bringing more orderliness to campus construction and significantly improving the quality of the campus environment.

To illustrate, a well-defined sense of mission has clarified our team's responsibilities and commitments, enabling the orderly progress of various construction projects. Through the collective efforts of team members, we have been able to complete construction tasks on time and with high quality, ensuring the smooth implementation of the campus's long-term development plan.

Collaboration and communication are indeed pivotal aspects of teamwork. A clear sense of mission has reinforced our understanding that only through close collaboration and communication can we ensure the smooth progress of construction projects. Good collaboration among team members enhances work efficiency, ensures smooth information flow, and enables the team to better tackle various challenges.

We continuously introduce advanced campus planning concepts and technologies, gradually creating a green and intelligent campus environment through constant learning and practice. These efforts contribute to enhancing the overall competitiveness of the school, making our campus more attractive.

Interviewee 8

I believe that a clear goal can facilitate communication and cooperation between the school and external parties, thereby enhancing the school's reputation. This enhanced reputation not only increases external understanding and recognition of the school but also brings more resources and opportunities for its development. By continuously carrying out international cooperation projects, we can gain valuable experience through exchanges with educational and research institutions in other countries and regions. This experience not only opens up broader development prospects for the school but also helps to promote its internationalization process, making a greater contribution to enhancing its global influence. We will actively participate in various international cooperation projects, deepening the school's connections with other institutions and continuously promoting international exchanges. At the same time, we also focus on establishing solid partnerships with outstanding educational and research institutions from different countries to jointly promote the development of education.

Interviewee 9

I believe that only through continuous innovation can our management team keep up with the pace of the times and better meet the needs of the school's development. In my work, I have always encouraged team members to propose new ideas and solutions, challenge traditional thinking patterns, and create more efficient and impactful ways of working. We focus on providing sufficient resources and support to empower team members to innovate. At the same time, we actively cultivate an open work environment that encourages members to experiment with new approaches and concepts. This atmosphere allows every team member to feel free to express themselves and be filled with creative energy. Exploration and practice are indeed important paths to promote team innovation. By continuously trying new ways of working, our team continues to make progress in innovation. This progress is not only reflected in our work efficiency and influence but also contributes more wisdom and strength to the long-term development of the school. Innovation is the engine that drives the school forward, and our team is willing to play a bigger role in this process.

Interviewee 10

Yes, this is indeed a thought-provoking topic. I believe that when team members maintain smooth communication and close collaboration, our work efficiency and quality can be significantly improved. In my observation, this internal cooperation not only makes the work more orderly but also stimulates the team's creativity and cohesion. I have always been committed to team-building, cultivating team spirit in various ways, so that every member can feel the cohesion of the team. At the same time, I encourage team members to actively participate and contribute their own strength, ensuring that everyone maximizes their potential in their work. I also advocate the use of modern collaboration tools and technologies. This can break down information barriers and improve the efficiency of team collaboration. By using various online collaboration platforms and communication tools, we can share information and exchange ideas more timely, thereby ensuring closer and more efficient team cooperation.

Interviewee 11

I believe that professional development is crucial for enhancing team effectiveness. In my opinion, only by continuously learning new knowledge and updating our perspectives can we keep up with the rapid development in the field of higher education and better respond to various challenges. I have always encouraged team members to actively participate in professional training, sharing sessions, and

research projects. Through these means, each member can continuously expand their professional knowledge, enhance their individual professionalism, and strengthen the team's overall capabilities.

To achieve this goal, we need to establish a comprehensive professional development mechanism. This includes providing team members with abundant learning resources and growth opportunities while fostering a culture of continuous learning. By investing in this way, our management team can stay current and provide stable and powerful support for the long-term development of the school.

Interviewee 12

I believe that strengthening execution and responsibility is a crucial aspect of enhancing team effectiveness. In my work, I deeply understand that translating strategies into specific action plans and ensuring their effective execution is essential for achieving the school's long-term development goals. I have always emphasized that team members should possess a high level of execution and responsibility, dare to take on responsibilities, and actively drive work progress. This is not just a requirement but also an incentive to encourage team members to maximize their potential in their work. To achieve this goal, we need to establish a sound assessment and incentive mechanism, clarify the division of responsibilities, and strengthen supervision and feedback on execution. This way, team members can have a clearer understanding of their tasks and responsibilities while receiving timely encouragement and feedback during execution.

Interviewee 13

I believe that building a positive team culture and atmosphere is crucial. Only in an environment where team members trust each other and interact positively can the team unleash its fullest potential. This not only helps improve work efficiency but also makes each team member feel recognized and valued for their contributions.

I have always strived to create an open, inclusive, supportive, and encouraging team environment where every team member can freely share ideas, make suggestions, and receive the respect and recognition they deserve. This is not just a management strategy but also a cultural transformation that makes team members willing to put in more effort in such an atmosphere.

To achieve this goal, we need to focus on team-building and regularly organize team-building activities that promote communication and collaboration

among team members. These activities not only help deepen the understanding among team members but also cultivate a more cohesive and synergistic team spirit.

Interviewee 14

I believe that strengthening execution and implementing responsibilities are of critical importance in enhancing the overall effectiveness of our team. I firmly convince that only by translating the school's strategies into concrete action plans and ensuring their effective execution can we achieve the school's long-term development goals. Therefore, I have always emphasized that every member of our team should possess a high level of execution and a sense of responsibility, dare to take on their own duties, and actively drive the progress of various tasks.

To achieve this goal, I will strive to establish a sound assessment and incentive mechanism, clarify the division of responsibilities for each individual, and strengthen supervision and feedback on work execution. I firmly believe that through the efforts of each and every one of us, our management team will be able to form a strong execution force, providing powerful support for the school's various decisions and jointly propelling the school towards higher goals.

In summary, around the research theme of guideline for improving efficiency of management team of university in guangxi, the results are based on the responses of 14 respondents , team goals consisted of 8 guideline , as follows: 1) clear team goals, 2) learning and innovation, 3) communication and collaboration among team members, 4) sense of mission and responsibility of the team and 5) cooperation between teams.

2.How does an empowering leadership style influence team cohesion,and how do different leadership styles impact team effectiveness and employee job satisfaction in Guangxi high-level To improve the efficiency of university management teams in Guangxi, please propose specific strategies.

Interviewee 1

I believe that the empowering leadership style plays a significant role in enhancing team cohesion. Through empowerment, I have experienced greater autonomy and a sense of responsibility, which has motivated me to be more proactive in my work and form closer connections with my team. This cohesion not only strengthens our sense of belonging but also facilitates collaboration and

communication among team members, thereby improving the overall effectiveness of the team.

Furthermore, I firmly believe that the choice of leadership style has a profound impact on the effectiveness of university management teams and employee job satisfaction. In my personal experience, a democratic leadership style ensures more comprehensive and informed decision-making, thereby enhancing the effectiveness of senior teams. At the same time, I also believe that a servant leadership style can significantly improve employee job satisfaction because employees feel cared for and supported by their leaders.

Combining the concepts related to improving the effectiveness of university management teams, I believe that the key is to create a positive and supportive work environment. Through appropriate empowerment, fair incentive mechanisms, and regular team-building activities, we can enhance team cohesion and centripetal force, enabling team members to collaborate better and jointly address challenges. This will help improve the overall effectiveness of the university's management team and promote the vigorous development of the institution.

Interviewee 2

I have a profound understanding of the empowering leadership style and how different leadership styles affect team cohesion and the effectiveness of senior teams. Empowerment makes me feel trusted and respected, giving me more opportunities to participate in decision-making. As a result, I more strongly identify with the team's goals and am willing to put in more effort to achieve them.

I believe that the choice of leadership style is particularly crucial in enhancing the effectiveness of university management teams. A transformational leadership style can stimulate our innovative spirit, encouraging us to dare to try new things and bringing continuous motivation to the team. At the same time, I have also deeply experienced the warmth and strength of a servant leadership style, which makes me feel supported and cared for at work, thus increasing my willingness to engage in my job.

Combining concepts related to improving the effectiveness of university management teams, I fully understand the importance of establishing a team environment with clear goals, smooth communication, and mutual support. We need to strengthen team spirit, cultivate shared values and goals, and make every member

feel their importance. In addition, optimizing internal management mechanisms and improving work efficiency are also key to enhancing team effectiveness.

I believe that through these efforts, we can build an efficient and harmonious university management team that can make a greater contribution to the development of the institution.

Interviewee 3

I have personal experience with how empowering leadership and other leadership styles affect our team cohesion and the effectiveness of senior teams. Empowerment, undoubtedly, can give us more freedom and decision-making power, but excessive empowerment can also lead to confusion and conflict among team members.

I believe that the choice of leadership style is an important consideration on the path to improving the effectiveness of university management teams. In my personal experience, a democratic leadership style can gather various opinions and suggestions, ensuring that our decisions are more comprehensive. On the other hand, a transformational leadership style can push us out of our comfort zones and explore new possibilities. However, regardless of the style, the key is whether it can stimulate the enthusiasm and creativity of team members.

Combining concepts related to improving the effectiveness of university management teams, I believe that we should first clarify the team's goals and mission, ensuring that every member has a deep understanding of them. At the same time, we need to continuously learn and grow, improving our professional knowledge and leadership skills to better serve the university, its staff, and students. We should encourage communication and collaboration among team members, creating a supportive and growth-oriented work environment. Only in this way can we truly improve the effectiveness of university management teams and contribute to the prosperity and development of the institution.

Interviewee 4

I believe that this leadership style has given me a greater sense of involvement and responsibility in decision-making, and it has also made me more aware of my duties and mission. This, in turn, has helped to enhance the cohesion and execution of the entire team. Leadership style has a significant impact on the effectiveness of university management teams and employee job satisfaction.

In my observation, a democratic leadership style can fully leverage team wisdom and facilitate collaborative cooperation, thereby improving work efficiency. At the same time, I have also recognized the importance of a servant leadership style, which focuses on employee needs, provides necessary support and resources, and stimulates employees' motivation and satisfaction.

Combining concepts related to improving the effectiveness of university management teams, I believe that the key lies in creating a work environment with clear goals, smooth communication, and collaborative cooperation. We need to ensure information sharing and collaboration among team members through effective communication and decision-making mechanisms. In addition, focusing on employee development and training is also a crucial way to enhance team effectiveness. By continuously learning and improving our professional capabilities, we can better adapt to changes and challenges, and contribute our wisdom and strength to the development of the university.

Interviewee 5

I have some unique insights into the impact of empowering leadership and different leadership styles on team effectiveness and employee satisfaction. Empowerment can indeed make me feel more autonomy and responsibility in my work, but it also needs to be operated cautiously to prevent power from being too centralized or too decentralized.

I believe that the choice of leadership style is crucial for improving the effectiveness of university management teams. In my opinion, a democratic leadership style can gather diverse ideas and ensure the scientific and democratic nature of decision-making, thereby enhancing the team's execution ability. On the other hand, a transformational leadership style can promote innovative development within the team, encourage us to dare to try new things, and constantly push ourselves to achieve more.

Combining concepts related to improving the effectiveness of university management teams, I believe that we first need to clarify the team's goals and positioning to ensure that every member has a clear understanding of them. Secondly, we need to establish a scientific decision-making mechanism and incentive system to involve every team member in the decision-making process while receiving due recognition and motivation. Finally, we should cultivate a positive, learning-

oriented, and success-sharing team culture to truly enhance the team's cohesion and executive capability.

Interviewee 6

I believe that while empowerment does enable me to take a more proactive approach to work, it also requires appropriate guidance and support to ensure smooth progress. Leadership style, in my opinion, has a significant impact on team cohesion, executive team effectiveness, and employee job satisfaction.

In my observation, a transformational leadership style can stimulate the team's innovative spirit, encouraging us to continuously experiment with new methods and strategies. A democratic leadership style, on the other hand, ensures that our voices are heard and our opinions are considered, thereby enhancing our sense of belonging and engagement.

Incorporating concepts related to improving the effectiveness of university management teams, I believe that we need to establish a clear goal orientation so that each team member is aware of their work direction and value. Simultaneously, we should foster communication and collaboration among team members, creating a supportive and growth-oriented work environment. Furthermore, focusing on employees' personal development and career planning is crucial. By providing training and development opportunities, we can unleash employees' potential and improve the overall team's effectiveness and satisfaction.

Interviewee 7

I believe that an empowering leadership style, when appropriately applied, can enhance our sense of responsibility, provide us with more opportunities to demonstrate our abilities, and thereby improve team cohesion. However, the process of empowerment requires careful consideration to prevent the occurrence of excessive centralization of power or ambiguous responsibilities.

The choice of leadership style has a profound impact on executive team effectiveness and employee job satisfaction. In my opinion, democratic and transformational leadership styles can fully leverage the subjective initiative of team members, enhance our innovative thinking and problem-solving abilities, and thereby create synergy within the executive team. On the other hand, a servant leadership style makes me feel warmth and support, which motivates me to work with greater drive and satisfaction.

Incorporating concepts related to improving the effectiveness of university management teams, I believe that we should foster an open and inclusive team atmosphere that encourages positive interaction and collaboration among members. By setting clear goals and establishing scientific decision-making mechanisms, we can unleash the potential of team members and propel the entire team towards common objectives. At the same time, paying attention to employees' growth and needs, and providing necessary training and development opportunities, is also a crucial aspect of enhancing team effectiveness.

Interviewee 8

I believe in the positive impact of an empowering leadership style on team cohesion. Through empowerment, I have felt the trust and recognition of my work abilities from leaders, which has motivated me to take initiative and be more invested in my work. Simultaneously, empowerment has provided me with more opportunities to participate in decision-making, leading to a stronger alignment with the team's goals and values, and enhancing my connection with the team.

In my opinion, leadership style significantly influences executive team effectiveness and employee job satisfaction. From my personal experience, a transformational leadership style can stimulate the team's spirit of innovation and thirst for knowledge, pushing us to continuously pursue excellence. On the other hand, a democratic leadership style fully respects everyone's voice, promoting teamwork and consensus-building.

Incorporating concepts related to enhancing the effectiveness of university management teams, I believe we need to focus on the personal development and career planning of team members, providing them with growth opportunities. We should facilitate communication and collaboration among teams, breaking down information barriers and promoting resource sharing. Furthermore, establishing a fair and transparent incentive mechanism is crucial. By recognizing and rewarding team members' contributions, we can enhance employees' sense of belonging and satisfaction, thereby improving the overall effectiveness of the team.

Interviewee 9

Regarding how empowering leadership and other leadership styles affect our team, I believe that while empowerment indeed enhances our sense of responsibility and engagement, it also requires clear guidance and support to ensure the smooth

progress of our work. The choice of leadership style has a direct impact on the effectiveness of university management teams and employee job satisfaction.

I have found that a democratic leadership style can strengthen our sense of belonging and participation because our opinions and suggestions are fully respected and considered. On the other hand, a transformational leadership style encourages us to be bold in experimentation and innovation, bringing new vitality and ideas to the team.

Incorporating concepts related to enhancing the effectiveness of university management teams, I believe that we should first establish a clear and defined team vision and mission, so that every member understands our goals and values. Simultaneously, we need to optimize internal communication and collaboration mechanisms to ensure the smooth flow of information and promote cooperation and mutual assistance among team members. Furthermore, providing necessary training and development opportunities is crucial, as only through the continuous growth and improvement of team members can our team truly achieve a state of high effectiveness.

Interviewee 10

I believe that an empowering leadership style can enhance our self-management abilities, enabling us to more flexibly respond to various work challenges. Through empowerment, I have felt recognition of my professional abilities from leaders, which has boosted my confidence to take initiative and assume responsibility. I deeply understand the importance of leadership style on team cohesion, executive team effectiveness, and employee job satisfaction.

In my view, a transformational leadership style can stimulate our sense of innovation and spirit of change, pushing the team to continuously adapt to new environments and demands. Whereas, a democratic leadership style can promote cooperation and coordination among team members, ensuring that our decisions are more scientific and comprehensive.

Incorporating concepts related to enhancing the effectiveness of university management teams, I believe we should establish a positive team culture that encourages mutual learning and support among members. We should foster an open and inclusive work atmosphere where every team member can fully utilize their expertise and talents. Furthermore, it is crucial to establish a scientific performance evaluation and incentive mechanism. Through fair and objective assessments, we can

motivate team members' enthusiasm and creativity, propelling the entire team towards higher goals.

Interviewee 11

With the empowering leadership style, I have experienced the sense of responsibility and freedom it brings. However, I also recognize that empowerment does not mean laissez-faire, and leaders still need to provide guidance and support during crucial moments. I deeply feel the impact of leadership style on team cohesion and executive team effectiveness.

I believe that a transformational leadership style can push us to break through fixed mindsets, encouraging team members to dare to experiment and innovate. While a democratic leadership style ensures that everyone's voice is heard, promoting harmony and collaboration within the team.

Incorporating relevant concepts related to enhancing the effectiveness of university management teams, I believe we should first strengthen the team's goal orientation, ensuring that each member is clear about their responsibilities and expectations. Simultaneously, we should facilitate communication and collaboration among teams, breaking down information barriers and promoting resource sharing.

Furthermore, focusing on employees' personal development and career planning is also crucial. By providing training and development opportunities, we can unlock employees' potential and help them achieve success. In this way, our team can truly reach a state of high effectiveness and make a greater contribution to the development of the university.

Interviewee 12

I believe that an empowering leadership style can enhance our sense of responsibility and mission, providing us with more opportunities to demonstrate our abilities and value. However, empowerment must be handled with caution to avoid situations of power abuse or shirking of responsibilities. I am well aware of the importance of leadership style on team cohesion, executive team effectiveness, and employee job satisfaction.

In my view, a democratic leadership style can promote cooperation and interaction among team members, making our decisions more scientific and

democratic. While a transformational leadership style can stimulate our sense of innovation and spirit of change, pushing us to constantly pursue excellence.

To enhance the effectiveness of university management teams, I believe we should focus on the training and development of team members, helping them improve their professional knowledge and leadership skills. We should also establish a positive and supportive team culture where every team member can feel a sense of belonging and accomplishment. In addition, optimizing the team's decision-making mechanism and incentive system is crucial. Through scientific decision-making and fair incentives, we can unlock the potential of team members and drive the entire team towards higher goals.

Only by doing so can we truly enhance the effectiveness of university management teams and contribute wisdom and strength to the development of higher education institutions.

Interviewee 13

I believe that an empowering leadership style can indeed improve our work efficiency and motivation. It gives us greater freedom and decision-making power, enabling us to respond more quickly to problems and make decisions. However, I also recognize that excessive empowerment can lead to over-dispersion of power and even result in decision-making conflicts.

I deeply understand the impact of leadership style on team cohesion, executive team effectiveness, and employee job satisfaction. I believe that a democratic leadership style can enhance team members' sense of belonging and participation because it values everyone's opinions and contributions. While a transformational leadership style can push us out of our comfort zones, encouraging us to innovate and try new approaches.

To enhance the effectiveness of university management teams, I believe we should first establish a clear and defined team vision and strategic direction, ensuring that every member has a deep understanding of it. We should also promote knowledge and experience sharing among team members, strengthening cooperation and trust through regular team-building activities and workshops. In addition, establishing a fair and transparent performance evaluation and incentive mechanism is crucial to ensure that team members' efforts and contributions are recognized, thereby boosting the morale and execution of the entire team.

Interviewee 14

For the empowering leadership style, I believe it can indeed enhance our autonomy and sense of responsibility, but at the same time, it also requires us to have sufficient self-discipline and self-management abilities to ensure the smooth progress of work. I am deeply aware of the importance of leadership style to team cohesion, executive team effectiveness, and employee job satisfaction.

The transformational leadership style can stimulate our innovative thinking and problem-solving abilities, pushing us to constantly try new methods and strategies. While the democratic leadership style can ensure that our voices are heard and our opinions are considered, thereby enhancing our sense of belonging and engagement.

To enhance the effectiveness of university management teams, I believe we should first clarify the roles and responsibilities of each team member, ensuring that work can proceed in an orderly and efficient manner. We should also promote an open and honest communication atmosphere, encouraging team members to share information and learn from each other. In addition, focusing on employees' personal development and career planning is crucial. By providing training and development opportunities, we can help them improve their abilities, realize their self-worth, and thus drive the development and progress of the entire team.

Ultimately, I believe that only when team members work together, can our university management team truly achieve a high-performance state and make greater contributions to the development of the university.

In summary, around the research theme of guideline for improving efficiency of management team of university in guangxi, the results are based on the responses of 14 respondents **,** leadership style consisted of 8 guideline , as follows: 1) leadership style contributes to team development, 2) breaks down information barriers, facilitates resource sharing, and promotes teamwork, 3) enhances team cohesion, accountability and commitment to work, 4) values everyone's input and contribution, 5) focuses on employee growth and needs, providing training and development opportunities, 6) foster a positive work environment, 7) stimulate innovation and a spirit of change and 8) delegate with care.

3.How can effective coordination and collaboration, where each team member plays a crucial role based on their expertise and strengths, be promoted as a means to enhance the efficiency of teamwork in Guangxi high-level university management teams, please suggest specific strategies.

Interviewee 1

I believe it is crucial to enhance the effectiveness of university management teams. In our work, we have taken a series of measures, one of which is the implementation of project responsibility systems. By clarifying the roles and responsibilities of each team member, we have successfully reduced conflicts and overlaps in the project implementation process, thereby improving work efficiency. The project responsibility system not only enables each member to have a clear understanding of the project objectives but also clarifies their respective tasks during the execution process, making team collaboration more orderly.

In addition, we emphasize involving team members in planning from the early stages of the project. This initiative not only fully leverages the professional strengths of each member but also enhances their sense of belonging and engagement with the project. Early involvement helps to make full use of team members' expertise, ensuring that the project moves in the right direction from the outset. The effectiveness of this collaboration model lies in its ability to integrate everyone's professional knowledge and skills organically, forming a stronger team synergy that drives the smooth execution of the project.

This team collaboration approach not only allows each member to bring their unique value to the project but also maximizes individual and team effectiveness. By emphasizing the importance of individual contributions, we have created a work atmosphere that focuses on collaboration and unleashing team potential. This approach is not only crucial for the successful execution of projects but also provides more opportunities and space for the personal development of team members.

Interviewee 2

I believe that the cross-departmental meeting system plays a significant role in enhancing the effectiveness of university management teams. This system not only enables real-time communication between different departments but also helps to quickly resolve issues, thus avoiding information silos and communication

barriers. We have implemented this system in our work and achieved a series of notable results.

Through cross-departmental meetings, we are able to timely share project progress, resource requirements, and potential risks. This mechanism of information exchange allows departments to better understand each other's work dynamics, thereby facilitating closer collaboration. During the meetings, we not only share successful experiences but also identify and address potential problems, forming a collective effort to tackle challenges together. This collaborative ability greatly enhances the overall teamwork effectiveness and provides strong support for the successful execution of projects.

Under this efficient collaboration model, we are not only able to respond more quickly to changes but also solve problems more effectively. Timely information sharing enables the team to be more sensitive to changes in the external environment, allowing flexible adjustments to work plans and resource allocation. This flexibility provides a strong guarantee for the team to maintain efficient operation in a complex and volatile environment, thereby improving overall effectiveness.

Overall, the cross-departmental meeting system has not only improved our decision-making efficiency and execution speed but also laid a solid foundation for enhancing the overall effectiveness of the university. By continuously summarizing experiences, we have further refined the meeting process to ensure that it better meets the actual needs of the team and projects. The implementation of this system has promoted closer teamwork and made positive contributions to the development of the university.

Interviewee 3

I am well aware of the importance of each team member's expertise for overall effectiveness. To better leverage the strengths of team members, we have implemented an initiative called the "Capability Mapping Plan." This plan visualizes the expertise of team members, making each individual's skills and experience immediately apparent. When forming project teams, we actively refer to this capability map. By gaining a deeper understanding of each member's professional domain and areas of expertise, we can more effectively assign tasks, ensuring that everyone can maximize their value in the areas that best suit them.

This personalized task allocation not only enhances team members' job satisfaction but also increases their engagement and sense of responsibility. This capability-based collaboration model allows the entire team to work more smoothly and efficiently. Team members are better able to complement each other, fostering a collaborative environment. This not only facilitates smoother project progress but also strengthens internal team cohesion. Team members are more motivated because they have greater room for growth in their areas of expertise, which overall elevates the team's work effectiveness.

We view this capability-based collaboration model as one of the key strategies for enhancing the effectiveness of university management teams. By continuously updating and refining the capability map, we can better adapt to the evolving needs of the team and projects, ensuring that the team always operates at peak efficiency. This initiative provides a solid foundation for team collaboration, enabling us to better address various challenges and continuously improve the effectiveness of university management teams.

Interviewee 4

I believe that incentive mechanisms play a non-negligible role in enhancing the effectiveness of university management teams. To better stimulate team members' enthusiasm for innovation and improve the overall engagement of the team, we have focused on establishing a corresponding reward system to recognize those who have made effective suggestions or improvements in the process of optimizing team collaboration. This reward system is not only an affirmation and reward for individuals but also sets a positive example for the entire team. By recognizing these actively engaged members who make helpful suggestions, we send a clear signal that encourages collaboration and rewards innovation. This not only ignites the team members' passion for work but also strengthens their resonance with the team's goals.

Through the incentive mechanism, we have successfully promoted knowledge sharing and experience exchange among team members. As every member has the opportunity to be recognized and rewarded, they are more willing to share their insights and experiences, thereby driving continuous learning and progress within the team. This positive incentive culture permeates every aspect of the team, making our management team more cohesive and dynamic.

The incentive mechanism has played a crucial driving role in enhancing the effectiveness of our university management team. By continuously improving and refining the reward system, we have not only stimulated individual motivation but also fostered a more positive atmosphere within the entire team. This proactive team culture will serve as a powerful force that propels us forward and enables us to embrace various challenges.

Interviewee 5

I fully understand the importance of a team's ability to adapt to change. To this end, we have actively promoted agile project management methodologies, which emphasize rapid response to changes and allow for flexible task adjustments based on team members' expertise. With this flexible approach, we can more quickly adapt to various challenges and seize opportunities, ensuring that projects can progress smoothly in a changing environment.

In implementing agile project management, we focus on team members' learning and growth. We encourage team members to continuously acquire new knowledge and develop new skills throughout different stages of a project, enabling them to better adapt to evolving environments and requirements. This collaborative model that emphasizes individual growth not only allows each team member to unleash their full potential within the project but also provides the entire team with greater flexibility and innovative strength.

The agile collaboration model has significantly improved our work efficiency. By responding to changes in a timely manner, we can better plan and allocate tasks, avoiding resource waste and project delays. This not only enables us to complete tasks more effectively but also enhances our ability to navigate complex environments. This agile collaboration model offers new ideas and approaches for enhancing the effectiveness of university management teams. It not only increases our adaptability but also strengthens our ability to innovate, enabling the team to better meet the ever-changing needs of university management.

We believe that with this flexible and efficient way of working, our team will continue to embrace new challenges and contribute significantly to enhancing the level of university management.

Interviewee 6

I believe that the importance of team collaboration cannot be overlooked. Therefore, I have been committed to creating effective ways to enhance team cooperation and effectiveness. To cultivate a spirit of collaboration among team members, we have specifically introduced a team-building budget to support team members in participating in various team-building activities together. These team-building activities are not just simple group games, but purposeful activities that promote mutual understanding and trust among members. By sharing personal experiences, work styles, and problem-solving methods, team members can establish closer connections, form better rapport, and lay the foundation for better collaboration. The cultivation of this collaborative spirit plays a crucial role in daily work, enabling the team to work more closely and efficiently together. I firmly believe that a closely united and mutually trusting team will inevitably be able to exert greater strength through collaboration. This rapport and collaborative spirit not only improve the overall efficiency of the team but also provide strong support for the overall effectiveness of the university. By participating in team-building activities together, we are continuously promoting team collaboration while also making positive efforts to enhance the overall level of the university management team.

Interviewee 7

I believe that diversity and inclusivity among team members are crucial in enhancing the effectiveness of a management team. To achieve this goal, we have adopted a diversified recruitment strategy and actively created an inclusive work environment. Through diversified recruitment, we have successfully attracted talented individuals with different backgrounds and expertise to join our team. This diversity is not only reflected in academic and professional fields but also in culture, experience, and work styles. Such a team structure enriches our knowledge base, stimulates innovative thinking, and provides us with a more comprehensive perspective for problem-solving.

To ensure smoother collaboration within the team, we focus on creating an inclusive atmosphere in the work environment. This includes encouraging open communication, respecting diverse viewpoints, and providing training and resources to enable each team member to maximize their potential in an inclusive environment. I am confident that a team filled with diversity and inclusivity will inevitably demonstrate greater adaptability and creativity when facing various challenges. This diversified team can not only better adapt to changes but also inject

new vitality into enhancing the overall effectiveness of the university. Through the blending of different backgrounds and perspectives, we believe that we can drive the management team to better serve the development and innovation of the university.

Interviewee 8

I am well aware of the importance of evaluation and feedback in enhancing team collaboration effectiveness, and have therefore developed a series of measures. To ensure that each team member's expertise is fully utilized, we have implemented a regular 360-degree feedback mechanism to assess team collaboration. Through this comprehensive assessment, we are able to obtain feedback from different perspectives, including colleagues, superiors, and subordinates. This helps us to gain a comprehensive understanding of the strengths and potential issues in team collaboration.

Based on the feedback received, we develop improvement plans and adjust collaboration models to ensure more efficient and smooth team collaboration. At the same time, we encourage mutual learning and experience sharing among team members. We organize regular experience exchange meetings and sharing sessions, providing opportunities for team members to share successful experiences and lessons learned in collaboration. This helps to form a common understanding of collaboration, enhances everyone's collaboration skills, and promotes overall team effectiveness.

This collaboration model based on evaluation and feedback is one of our important approaches to enhancing the effectiveness of the management team in higher education institutions. Through continuous adjustment and optimization, we are confident that team collaboration can better adapt to changes and achieve common goals more efficiently.

Interviewee 9

I believe that cross-functional collaboration is the key to enhancing the effectiveness of university management teams, and to this end, we have taken a series of innovative measures. To strengthen cooperation and communication between different departments, we have specifically designated a "Collaboration Day." On this day, team members from various departments gather together to jointly address cross-departmental issues. This special day provides team members with

face-to-face communication opportunities, allowing us to gain a deeper understanding of each other's needs and challenges through direct dialogue.

During this process, we have realized that cross-functional collaboration not only helps to solve specific problems but also facilitates broader information flow and resource sharing. This collaboration model not only breaks down barriers between departments but also establishes closer team partnerships. Team members work together, share resources, and solve problems on "Collaboration Day," forming stronger working relationships. This not only contributes to improving overall effectiveness but also creates a more positive and collaborative work environment.

Through this cross-functional collaboration model, we believe that we can create more favorable conditions for enhancing the overall effectiveness of the university. This proactive and innovative approach has already yielded significant results within the team, laying a solid foundation for the long-term development of the university management team.

Interviewee 10

I believe that enhancing the skills and capabilities of team members is crucial for improving the overall effectiveness of the management team. Therefore, we have developed a series of targeted plans to support the professional growth of team members. To achieve this goal, we not only provide abundant resources but also establish a dedicated training and support system to help team members continuously improve their professional knowledge and skill levels in different areas.

We offer extensive learning opportunities for team members through internal and external training courses, seminars, and skill-sharing sessions. This includes not only updates on professional knowledge but also training in team collaboration, communication skills, and leadership. We believe that by improving the overall quality of team members, they will be better equipped to unleash their full potential in collaboration.

Our focus is not only on enhancing professional knowledge but also on fostering the comprehensive abilities of team members. Through regular assessment and feedback mechanisms, we can better understand the development needs of each member and tailor individualized training plans accordingly. This emphasis on capacity building not only strengthens the overall competitiveness of the team but also enables each member to play a pivotal role in their area of expertise.

This series of initiatives aims to create a high-quality, professional team that provides solid talent support for the development and innovation of the university. We firmly believe that by continuously upgrading the skills and capabilities of team members, we will be more likely to achieve more significant results in collaboration and make greater contributions to the long-term development of the university.

Interviewee 11

I believe that project management plays a crucial role in enhancing team collaboration effectiveness when it comes to implementing management strategies. To ensure the smooth progress of projects and efficient collaboration among team members, we have adopted advanced project management software to track project schedules, resource allocation, and workloads of team members. Through this technological approach to management, we have achieved more precise project planning and task allocation.

Every team member can clearly understand the overall progress of the project and adjust their tasks and efforts to meet the actual needs of the project at any time. This not only improves team members' understanding of the entire project but also ensures that each member can maximize their contributions within their area of expertise. The use of project management software also helps to reduce information barriers and communication obstacles.

With real-time updates on project information and online communication among team members, we can quickly respond to changes within the project, ensuring more flexible and efficient team collaboration. This advanced management approach provides strong support for enhancing the effectiveness of university management teams, enabling them to advance various tasks in a more focused and organized manner.

Interviewee 12

I believe that optimizing internal communication and information sharing mechanisms within a team is crucial for enhancing management team effectiveness. To break down information barriers, we are committed to using modern communication tools such as enterprise social networks and online collaboration platforms to facilitate real-time communication and cooperation among team members. By introducing these tools, we have created a digital work environment that allows team members to communicate easily anytime, anywhere. This not only promotes timely information transfer but also encourages closer collaboration

among team members. We emphasize sharing project updates, ideas, and resources on these platforms to ensure that every team member has a thorough understanding of the team's overall status.

In addition, we actively promote the development of a team culture that fosters an open and transparent communication atmosphere. Through regular team meetings, discussions, and trainings, we encourage team members to express and share their opinions and suggestions. This open communication culture lays a solid foundation for enhancing management team effectiveness, making team members more willing to actively participate and strengthening the team's cohesion and collaboration capabilities.

Interviewee 13

I believe that optimizing the communication and information sharing mechanisms within a team is crucial for enhancing the effectiveness of the management team. To break down information barriers, we are committed to utilizing modern communication tools such as enterprise social networks and online collaboration platforms to facilitate real-time interaction and collaboration among team members. By introducing these tools, we have created a digital work environment that allows team members to communicate easily anytime, anywhere. This not only ensures timely information transfer but also encourages closer collaboration among team members.

We emphasize sharing project updates, ideas, and resources on these platforms to ensure that every team member has a comprehensive understanding of the team's overall status. Additionally, we actively promote the development of a team culture that fosters an open and transparent communication atmosphere. Through regularly scheduled team meetings, discussions, and trainings, we encourage team members to voice their opinions and share their suggestions without hesitation.

This open communication culture lays a solid foundation for enhancing the effectiveness of the management team, making team members more willing to actively participate and strengthening the team's cohesion and collaboration capabilities.

Interviewee 14

I believe that the participation and demonstration of leadership play a crucial role in enhancing the effectiveness of the management team. In my leadership practice, I am not just the leader of the team, but also a member of it. I actively

participate in team-building, communicate one-on-one with team members to understand their needs and challenges, and provide them with support and assistance. Through my personal involvement and demonstration, I strive to set an example of collaboration and team spirit.

I am convinced that the behavior of leaders can have a profound impact on the entire team. Therefore, I make every effort to show my commitment to collaboration and shared goals. During team meetings, I encourage open discussions, advocate for the expression of diverse opinions, and demonstrate transparency and fairness in the decision-making process.

At the same time, I place great importance on providing training and support to team members. Through regular training programs, I help team members enhance their professional skills and team collaboration abilities. I strive to create a learning-oriented team where members are encouraged to share experiences and knowledge to facilitate the collective progress of the entire team.

Through these efforts, I hope to inspire the enthusiasm and creativity of team members. I believe that the investment and demonstration of leaders are significant driving forces in cultivating an effective management team and making positive contributions to enhancing the overall effectiveness of the management team.

In summary, around the research theme of guideline for improving efficiency of management team of university in guangxi, the results are based on the responses of 14 respondents **,** teamwork consisted of 8 guideline , as follows:1) encourage cross-departmental communication and collaboration, 2) emphasises the importance of individual contributions, 3) collaboration among team members, 4) enhancement of team member skills and competencies. 5) optimising communication within the team, 6) creating incentives and innovation, 7) the importance of evaluation and feedback in teamwork and 8) clarifying the roles and responsibilities of team members.

4.How does purpose orientation and bidirectionality in team leadership contribute to effective team communication, and in what ways does effective team communication reduce misunderstandings, increase productivity,and enhance team performance and outcomes in Guangxi high-level university management teams? Please suggest specific strategies.

Interviewee 1

I have deeply understood the importance of goal-oriented leadership and two-way communication in promoting effective team communication. In my college management team, we always adhere to a clear goal orientation, ensuring that every member clearly understands the college's development direction and key tasks. At the same time, we attach great importance to two-way communication, encouraging team members to actively provide suggestions and feedback, so that information can fully circulate within the team.

This goal-oriented and two-way communication model has greatly reduced misunderstandings and conflicts within our team. Because each member is clear about their responsibilities and goals, we can work more collaboratively and form a strong synergy. In addition, through two-way communication, we can timely identify and resolve problems, avoiding the backlog and escalation of issues, thereby improving the team's productivity and performance.

Combining the concept of improving the effectiveness of management teams in universities, I believe that effective team communication is one of the key factors in enhancing team effectiveness. In my college management team, we continuously improve team cohesion and execution through clear goals, encouraging feedback, and adequate communication, promoting the smooth progress of various college tasks. In the future, we will continue to strengthen team communication, constantly optimize management models, and strive to enhance the effectiveness and achievements of the college management team.

Interviewee 2

I deeply understand the importance of goal-oriented leadership and two-way communication in enhancing the effectiveness of management teams. In my team, we always adhere to a research goal-oriented approach, ensuring that every member is clear about their research direction and tasks. At the same time, we encourage and practice two-way communication, allowing every team member to actively participate, fully express their viewpoints, and ultimately form more creative decisions.

This management style not only reduces misunderstandings and conflicts in our research process but also greatly improves our work efficiency. With clear goals, we can focus more on the research itself, avoiding unnecessary internal friction. Two-way communication ensures that we can timely identify and resolve problems,

continuously optimize research plans, and thus drive better outcomes in scientific research.

Combining the concept of enhancing the effectiveness of university management teams, I believe that a clear goal orientation and two-way communication are the keys to promoting team effectiveness. In the future, we will continue to uphold this management philosophy, continuously optimize team operational mechanisms, and strive to enhance the overall effectiveness and quality of scientific research outcomes of our university's research management team.

Interviewee 3

In my work, I always adhere to achieving organizational goals as my guide, clarifying the roles and responsibilities of each team member to ensure that our collective efforts are aligned. At the same time, I place great emphasis on two-way communication with team members, listening to their voices, understanding their needs, and collaborating to resolve issues. This leadership style and communication pattern have greatly reduced misunderstandings and barriers within our team. With clear goals and smooth communication, we are able to collaborate more efficiently, forming a powerful team synergy. This not only improves our work efficiency but also enhances team cohesion and centripetal force.

In the context of improving the effectiveness of university management teams, I believe that a clear goal orientation and two-way communication are key factors in driving team performance. In my team, we continuously optimize our management processes and enhance service quality through this approach, making positive contributions to the overall development of the university. In the future, we will continue to uphold this management philosophy and strive to improve the effectiveness and outcomes of our personnel management team.

Interviewee 4

I have deeply realized the important role of goal-oriented leadership and two-way communication in enhancing the effectiveness of management teams. In daily academic affairs management, I always adhere to the core objective of improving teaching quality and efficiency, clarifying the responsibilities and expected outcomes of each team member. Meanwhile, I attach great importance to two-way communication with team members, encouraging everyone to actively put forward opinions and suggestions to solve problems together.

This goal-oriented management style that emphasizes two-way communication has greatly reduced misunderstandings and conflicts within our team. Each member is clear about their goals and responsibilities, enabling everyone to work towards the same direction and form a strong team synergy. This not only improves our work efficiency but also enhances the effectiveness of the entire academic affairs management team.

In the context of improving the effectiveness of university management teams, I believe that a clear goal orientation and two-way communication are key factors in driving team performance. In future work, I will continue to uphold this management philosophy, constantly optimizing team operational mechanisms and striving to enhance the overall effectiveness of the academic affairs management team. This way, we can make greater contributions to the continuous development of the university and the improvement of teaching quality.

Interviewee 5

I believe in the importance of goal-oriented leadership and two-way communication in promoting effective team communication, reducing misunderstandings, improving productivity, and enhancing team performance and outcomes. In my work, I have always adhered to the core goal of serving students. By clarifying the work direction, I ensure that team members can form a collective force and jointly provide support for students' growth and development.

At the same time, I place great emphasis on two-way communication. In daily interactions with team members, I encourage them to actively express their viewpoints and make suggestions so that we can better understand each other's ideas and needs. This communication style not only helps us identify and resolve issues promptly but also greatly enhances the team's collaboration efficiency and innovation capabilities.

In the context of improving the effectiveness of university management teams, I consider effective team communication to be one of the key factors driving team performance. In my team, we have continuously optimized our work processes and improved service quality by clarifying goals and strengthening two-way communication. This has contributed to the overall progress of the university and the comprehensive development of students.

Looking ahead, we will continue to uphold this management philosophy and strive to enhance the effectiveness and outcomes of our student management team.

We aim to make even greater contributions to the development of high-level universities in Guangxi.

Interviewee 6

I believe that goal-oriented leadership and two-way communication play a crucial role in enhancing the effectiveness of university management teams. In my team, we consistently prioritize the core objectives of maintaining financial health, transparency, and efficient operations. We ensure that every expenditure aligns with the overall strategic goals of the university. To achieve this, we not only clarify the responsibilities of each team member but also establish rigorous financial review and communication mechanisms.

I place particular emphasis on the importance of two-way communication. During decision-making processes, I encourage team members to actively voice their opinions and suggestions, ensuring that our decisions are both scientific and reasonable. Simultaneously, we focus on collaboration and communication with other departments to guarantee the accuracy and timeliness of financial information. This provides a strong foundation for the smooth progress of various university initiatives.

In the context of improving the effectiveness of university management teams, I consider a clear goal orientation and two-way communication as key factors driving the enhanced performance of our finance team. Through this approach, we have not only improved our work efficiency but also ensured the stable financial operation of the university, making a positive contribution to its overall development.

Looking ahead, we will continue to optimize our team management and communication mechanisms, striving to further enhance the effectiveness and outcomes of our finance team.

Interviewee 7

In my management team, we always adhere to reader-oriented principles, clarifying work objectives and directions to ensure that every team member can contribute to improving the quality and efficiency of library services. At the same time, I place great emphasis on two-way communication with team members. I encourage everyone to actively express their viewpoints and make suggestions so that we can better understand each other's ideas and needs and work together to solve problems. This communication style not only helps us identify and improve

deficiencies in our work but also greatly enhances team cohesion and innovation capabilities.

In the context of improving the effectiveness of university management teams, I believe that a clear goal orientation and two-way communication are key factors in enhancing the effectiveness of our library management team. Through this approach, we have not only improved work efficiency and service quality but also provided better support for the overall development of the university and the learning and research of students and faculty. In the future, we will continue to strengthen the construction of team management and communication mechanisms, striving to enhance the effectiveness and outcomes of the library management team and make a greater contribution to the development of high-level universities in Guangxi.

Interviewee 8

I deeply understand the pivotal role of goal-oriented leadership and two-way communication in promoting effective team collaboration. In my daily management work, I consistently aim to enhance the overall strength and teaching quality of the college, clarifying work directions and ensuring that team members can work together harmoniously.

Simultaneously, I place great emphasis on two-way communication with team members, listening to their voices, understanding their needs, and collaborating to resolve issues. This leadership style and communication pattern have greatly facilitated effective communication within our team. With clear goals and smooth communication, we are able to collaborate more efficiently, minimizing misunderstandings and conflicts.

This approach not only improves our work efficiency but also strengthens team cohesion and unity, ultimately enhancing the effectiveness of the entire management team. Looking ahead, I will continue to uphold this management philosophy, striving to improve the effectiveness and outcomes of the college management team and contributing to the sustained development of the college.

Interviewee 9

I believe that a goal-oriented approach and two-way communication by team leaders play a crucial role in enhancing the effectiveness of management teams. In my work, I consistently prioritize the advancement of scientific research and

innovation as the core objective, clarifying the work direction and expected outcomes for the research team.

Simultaneously, I place great emphasis on two-way communication with team members, listening to their ideas and suggestions, and collaboratively addressing issues encountered during the research process. This management style, which is goal-oriented and focused on two-way communication, has significantly facilitated effective communication within our team. Members of the research team are able to understand each other, collaborate harmoniously, and pursue research goals together. This not only reduces misunderstandings and conflicts but also enhances the efficiency and quality of research work, thereby driving improvements in team performance and outcomes.

In the context of enhancing the effectiveness of management teams in universities, I consider a clear goal orientation and two-way communication to be key factors. In my future work, I will continue to uphold this management philosophy, continuously optimize team operational mechanisms, strive to improve the effectiveness and outcomes of the research management team, and make greater contributions to the scientific research efforts of our institution.

Interviewee 10

I deeply recognize the importance of goal-oriented leadership and two-way communication in enhancing the effectiveness of a management team. In my daily work, I consistently adhere to the goal of improving the efficiency of personnel management and the quality of services. I clarify the direction of work to ensure that team members can work together in synergy. At the same time, I place great emphasis on two-way communication with team members, listening to their opinions and suggestions, collaboratively addressing issues, and facilitating the smooth progress of personnel work.

This goal-oriented and communication-focused management approach has greatly promoted effective communication within our team. Team members understand and cooperate with each other, jointly addressing various challenges. This not only reduces misunderstandings and conflicts but also enhances work efficiency and team performance, thereby driving the overall improvement of the effectiveness of the personnel management team.

Considering the concept of improving the effectiveness of university management teams, I believe that clear goal orientation and two-way

communication are key factors in driving team effectiveness. In future work, I will continue to adhere to this management philosophy, constantly optimize team operating mechanisms, and strive to enhance the effectiveness and outcomes of the personnel management team, providing strong human resources support for the development of the university.

Interviewee 11

In my daily management work, I consistently prioritize the improvement of teaching quality and efficiency as the core objective, clarifying work directions and ensuring that team members can work together harmoniously. At the same time, I place great emphasis on two-way communication with team members, listening to their opinions and suggestions, collaboratively addressing issues, and facilitating the smooth progress of teaching work.

This goal-oriented management style that focuses on two-way communication has greatly facilitated effective communication within our team. Team members are able to understand each other, collaborate effectively, and jointly tackle various teaching challenges. This not only minimizes misunderstandings and conflicts but also enhances work efficiency and team performance, thereby driving the overall effectiveness of the teaching management team.

In the context of enhancing the effectiveness of management teams in universities, I believe that a clear goal orientation and two-way communication are key factors. In my future work, I will continue to uphold this management philosophy, continuously optimize team operational mechanisms, strive to improve the effectiveness and outcomes of the teaching management team, and make greater contributions to enhancing the teaching quality and talent cultivation efforts of the university.

Interviewee 12

In the daily management of student affairs, I consistently adhere to the core goals of the team, clarify the direction of work, and ensure that team members can work together in synergy to provide high-quality educational services for students. Simultaneously, I place great importance on two-way communication with team members, listening to their voices, understanding their needs, collaboratively solving problems, and facilitating the smooth progress of student affairs. This goal-oriented and communication-focused management approach has significantly promoted effective communication within our team. Team members understand each other

and collaborate, jointly facing various challenges in the work. This not only reduces misunderstandings and conflicts but also enhances work efficiency and team performance, thereby driving the overall improvement of the effectiveness of the management team.

Considering the concept of enhancing the effectiveness of university management teams, I believe that clear goal orientation and two-way communication are key factors in driving team effectiveness. In future work, I will continue to uphold this management philosophy, constantly optimize team operating mechanisms, and strive to enhance the effectiveness and outcomes of the student affairs management team, making a greater contribution to talent development in higher education.

Interviewee 13

In the daily financial management work, I consistently adhere to clear work objectives, focusing on efficient and accurate management to ensure the smooth operation of the school. To achieve this goal, I prioritize two-way communication with team members, not only conveying the school's financial policies and regulations but also listening to their feedback and suggestions, collaboratively addressing issues encountered in management. This goal-oriented and communication-focused management approach has significantly promoted effective communication within our team. A positive atmosphere of cooperation has been established among team members, allowing for a quick understanding of each other's work needs and expectations, thereby reducing misunderstandings and friction. This not only improves the efficiency of our management but also enhances the cohesion and centripetal force of the team, ultimately boosting the overall effectiveness of the management team.

Considering the concept of enhancing the effectiveness of university management teams, I believe that clear goal orientation and two-way communication are key factors in driving team effectiveness. In future work, I will continue to adhere to this management philosophy, strive to optimize management processes, strengthen communication and collaboration with team members, continuously enhance the effectiveness and outcomes of the management team, and provide robust support for the school's development.

Interviewee 14

In my work, I consistently prioritize the advancement of team goals as the main task, clarifying work directions and guiding team members to work together. At the same time, I place great emphasis on two-way communication with team members, listening to their opinions and suggestions, collaboratively addressing issues, and facilitating the smooth progress of various tasks.

This goal-oriented management style that focuses on two-way communication has greatly promoted effective communication and collaboration within our team. Team members are able to understand and support each other, forming a cohesive force to jointly tackle various challenges. This not only improves our work efficiency but also enhances the team's cohesion and centripetal force, thereby elevating the overall effectiveness of the management team.

In the context of enhancing the effectiveness of management teams in universities, I believe that a clear goal orientation and two-way communication are key factors. In my future work, I will continue to uphold this management philosophy, continuously optimize team operational mechanisms, and strive to improve the effectiveness and outcomes of the international cooperation and exchange management team.

In summary, around the research theme of guideline for improving efficiency of management team of university in guangxi, the results are based on the responses of 14 respondents **,** team communication consisted of 6 guideline , as follows:1) goal-oriented communication, 2) focus on two-way communication, 3) optimisation of the management model, 4) goal-oriented management style, 5) reduce misunderstandings and conflicts and 6) clarify the roles and responsibilities of team members.

5.How does the evaluation and analysis of team decision-making, along with the processes of implementation and supervision, impact the effectiveness of university management teams in Guangxi? Additionally, in what ways do the advantages of team decision-making, such as leveraging diverse experiences and knowledge, contribute to improving the quality and feasibility of decision-making, and how do teams address challenges such as differences of opinion, delayed decision-making, and power struggles in the decision-making process? Please suggest specific strategies.

Interviewee 1

In the university management team I lead, we have always believed that team decision-making plays a crucial role in enhancing team effectiveness. We emphasize the process of evaluating and analyzing decisions, ensuring that every team member has a deep understanding of the logic and reasons behind each decision. This philosophy aligns with the concept of improving team effectiveness because through thorough discussion and analysis, we can reduce blind spots and ensure the rationality of our decisions.

Furthermore, during implementation and oversight, we prioritize transparency of information and clear communication. This helps maintain close collaboration within the team, improves execution efficiency, and ultimately enhances the team's overall effectiveness. The strength of team decision-making lies in its ability to fully utilize the diverse experiences and knowledge of different members. This is closely related to the concept of enhancing the effectiveness of university management teams.

In our team, having diverse backgrounds and areas of expertise allows us to approach problems from multiple perspectives, improving the quality and feasibility of our decisions. This aligns with the idea of leveraging collective wisdom and crowdsourcing ideas emphasized in team effectiveness improvement. Through this collaborative approach, we are better equipped to meet various challenges and elevate the overall effectiveness of our university management team.

Interviewee 2

In the university management team I am involved in, we deeply recognize the importance of team decision-making in enhancing team effectiveness. We see team decision-making as an advantage because it can fully utilize the experiences and knowledge of different members, which is closely linked to the concept of improving the effectiveness of university management teams. We firmly believe that by bringing together professional backgrounds from various fields, we can consider issues more comprehensively, improving the quality and feasibility of our decisions.

Within the framework of enhancing the effectiveness of university management teams, team decision-making is viewed as a mechanism that can create synergistic advantages. When dealing with differing opinions, we encourage members to openly share their perspectives and engage in discussions with an open mind. This communication style embodies the cooperation and collaboration emphasized in team effectiveness improvement. By resolving disagreements through dialogue, we

are able to establish stronger team collaboration, further enhancing overall effectiveness.

Additionally, we focus on addressing challenges in the decision-making process, such as decision delays and power struggles. We encourage team members to express their viewpoints rationally and objectively to avoid getting caught up in personal emotional disputes, aligning with the harmonious team atmosphere advocated in improving the effectiveness of university management teams. Through these strategies, we are confident that team decision-making has had a positive and profound impact on enhancing the effectiveness of our university management team.

Interviewee 3

I have deeply understood the critical role of team decision-making in enhancing team effectiveness. We always focus on building mutual trust among team members, which is closely linked to the emphasis on teamwork and trust in improving the effectiveness of university management teams. We firmly believe that mutual trust is the cornerstone of team collaboration and an effective guarantee for decision implementation. By establishing solid trust relationships, we are better able to handle differing opinions, facilitate the orderly implementation of decisions, and thereby enhance overall effectiveness.

During the implementation and oversight of team decisions, we emphasize transparency and timeliness of information. This aligns with the importance of information sharing and communication emphasized in the concept of team effectiveness improvement. Ensuring that each member has a clear understanding of the progress of decisions contributes to the formation of an efficient execution mechanism. At the same time, we have established an oversight mechanism to track and evaluate the decision implementation process, ensuring the quality and effectiveness of decisions in line with the continuous improvement philosophy in team effectiveness enhancement.

When addressing challenges that may arise during the decision-making process, we emphasize resolving them through rational and objective dialogue. This aligns with the problem-centered discussions advocated in improving the effectiveness of university management teams. Through open discussions, we can not only avoid power struggles but also establish a consensus based on facts and data. Through these strategies, we are confident that team decision-making has had a positive impact on enhancing the effectiveness of university management teams.

Interviewee 4

I view team decision-making as an advantage because it fully leverages the experiences and knowledge of different members, closely aligning with the core concept of enhancing the effectiveness of university management teams. We firmly believe that by bringing together professional backgrounds from various fields, we can more comprehensively examine issues, improve the quality and feasibility of decisions, and thereby enhance overall effectiveness. The diversity advantage in team decision-making is not just a resource integration but also a mechanism for collaborative cooperation.

In our team, when dealing with differing opinions, we encourage members to share their viewpoints with an open attitude. This is closely related to the team collaboration and sharing culture emphasized in improving the effectiveness of university management teams. Through thorough discussion and communication, we can establish a more harmonious work environment, thereby raising the overall level of effectiveness.

Furthermore, during the implementation and oversight of team decisions, we prioritize transparency of information and unobstructed communication. This aligns with the requirements of information sharing and effective communication emphasized in the concept of enhancing the effectiveness of university management teams. By maintaining clear communication channels, we ensure that every member understands the direction and execution plan of the decision, thereby improving execution efficiency and creating favorable conditions for enhancing the effectiveness of the entire team.

When addressing challenges that may arise during the decision-making process, we emphasize discussing them with a rational and objective attitude, avoiding conflicts stemming from personal emotions. This aligns with the problem-centered and rational problem-solving philosophy emphasized in enhancing the effectiveness of university management teams. Through open dialogue, we can not only better handle differing opinions but also avoid the troubles of power struggles. Through these strategies, we are confident that team decision-making plays a positive and crucial role in enhancing the effectiveness of university management teams.

Interviewee 5

In my college, we encourage collective participation and thorough discussion to ensure that every decision goes through rigorous evaluation and analysis. This

process not only brings together diverse perspectives and experiences but also fosters collaboration and communication among us, injecting more vitality into the college's development. During the implementation phase of decisions, we focus on clarifying responsibilities, establishing monitoring mechanisms, and ensuring effective execution. At the same time, we also attach importance to collecting feedback and making timely adjustments to maintain the continuity and adaptability of our decisions. This dynamic management approach helps us better address the various challenges facing our college.

The advantage of team decision-making lies in its ability to fully utilize the professional knowledge and experience of different members. In my college, we encourage cross-disciplinary and cross-field collaboration, which makes our decisions more innovative and feasible. For example, when developing a curriculum reform plan, we invited experts from different disciplines to participate, resulting in a more comprehensive curriculum system that received widespread praise from teachers and students.

Of course, team decision-making also presents some challenges, such as differing opinions and decision delays. To address these challenges, we always adhere to the principles of openness and inclusivity, seeking consensus through thorough discussion and consultation. At the same time, we also emphasize the importance of team goals, aligning individual interests with those of the college, and working together to enhance the effectiveness of our management team.

I believe that as long as we uphold the philosophy and methodology of team decision-making and continuously improve the effectiveness of our management team, we will be able to propel our college to achieve even higher levels of development.

Interviewee 6

In my work, I always adhere to assessing and analyzing decisions together with team members, ensuring that we can comprehensively consider various factors and develop more scientific and reasonable plans. During the implementation of decisions, I focus on clarifying task divisions and responsibility allocations, while establishing effective oversight mechanisms to guarantee that decisions are faithfully executed. This approach to team decision-making not only enhances our work efficiency but also strengthens collaboration and communication among team

members, laying a solid foundation for improving the effectiveness of university management teams.

The advantage of team decision-making lies in its ability to fully leverage each member's expertise and experience, thereby enhancing the quality and feasibility of decisions. For instance, when developing teaching plans, we invite experts from different colleges to participate in discussions and jointly determine the curriculum and teaching arrangements. This not only ensures the scientific nature and practicality of the teaching plans but also fosters exchange and cooperation among different colleges.

Of course, team decision-making also presents challenges, such as differing opinions and decision delays. Faced with these challenges, I maintain an open mindset, actively listen to diverse opinions, and strive to reach consensus through thorough discussion and consultation. Meanwhile, I adjust decision-making plans based on actual circumstances, ensuring that the final decisions align with the development needs of the university and the shared goals of the management team. I believe that as long as we uphold the philosophy of team decision-making and continuously enhance the effectiveness of our management team, we will be able to propel the educational undertakings of Guangxi universities toward more prosperous development.

Interviewee 7

I believe that team decision-making plays a crucial role in enhancing the effectiveness of university management teams. During the decision-making process for projects, we encourage active participation and thorough discussion among team members, and we comprehensively evaluate the scientific validity and feasibility of projects through expert reviews and other methods. This team decision-making model not only ensures the scientific validity and accuracy of project decisions but also effectively avoids the risks of personal bias and blind decision-making.

In the implementation stage of decisions, we focus on clarifying goals, breaking down tasks, and establishing effective monitoring and feedback mechanisms. Through close collaboration and timely communication with the project team, we can ensure that decision intentions are accurately communicated and effectively executed. At the same time, we also pay attention to changes and challenges that arise during project progress and flexibly adjust strategies to respond to uncertainties.

The advantage of team decision-making lies in its ability to bring together professional knowledge and experience from different fields. This advantage is particularly evident in management. For example, in interdisciplinary research projects, we have pooled expert opinions and innovative thinking from various disciplines, jointly tackled technical challenges, and facilitated the transformation and application of achievements.

Of course, challenges such as differing opinions and power struggles can arise during the team decision-making process. Faced with these challenges, we always adhere to the principles of openness and inclusivity, seeking consensus through equal and rational discussion. At the same time, we also emphasize the importance of team goals, aligning personal development with the overall interests of the university, and working together to enhance the effectiveness of the university management team.

Interviewee 8

In my work, I always collaborate with team members to ensure that our decisions can meet the needs and expectations of teachers and students to the greatest extent possible. During the team decision-making process, we focus on assessing and analyzing the impact of various decisions on teachers and students. By collecting feedback and listening to their voices, we can more fully understand their needs and concerns, and thus make more informed decisions that align with their interests. This teacher-student-centered team decision-making model not only enhances the scientific nature and pertinence of our decisions but also strengthens the sense of identity and belonging of teachers and students to the school.

When implementing decisions, we emphasize clear division of responsibilities and establish effective monitoring mechanisms. Through close collaboration with various colleges and departments, we can ensure that decisions are effectively implemented and strategies are adjusted in a timely manner to address potential issues. This approach of team collaboration and dynamic adjustment not only improves our work efficiency but also provides better educational services to teachers and students.

The strength of team decision-making lies in its ability to fully leverage the expertise and experience of each member. In the management of school affairs, we have team members from different academic backgrounds and professional fields. Their diverse perspectives and rich experiences provide valuable references and

insights for our decisions, making them more comprehensive, in-depth, and innovative.

Of course, there are also challenges in the team decision-making process, such as differences of opinion and decision delays. Faced with these challenges, we always maintain an open mindset and a positive attitude towards communication. Through thorough discussion and negotiation, we can resolve differences, reach consensus, and ultimately form more creative decisions.

Interviewee 9

I place greater emphasis on the fairness, scientific nature, and forward-looking aspects of team decision-making. I consistently adhere to the principles of collective discussion and democratic decision-making. By extensively seeking opinions from various parties, we can gain a more comprehensive understanding of employee needs and market dynamics, thereby formulating policies that are more aligned with the actual development of the school. This team decision-making model not only improves the quality and feasibility of our decisions but also enhances employees' sense of trust and belonging towards the school.

During the implementation of decisions, we focus on clear task division, assigning responsibility to specific individuals, and establishing effective assessment and incentive mechanisms. Through close collaboration with various colleges and departments, we can ensure that policies are effectively implemented and strategies are adjusted in a timely manner to address potential challenges and issues. This dynamic management approach helps us better achieve the school's development goals and promote the personal growth of employees.

The advantage of team decision-making lies in its ability to fully leverage the expertise and experience of each member, especially when dealing with complex and sensitive personnel issues. Through the collision and exchange of diverse perspectives, we can analyze the essence and crux of problems more deeply, thereby finding more practical and feasible solutions. This collective wisdom is a crucial source for enhancing the effectiveness of university management teams.

Of course, there are also challenges in the team decision-making process, such as differences of opinion and conflicts of interest. In the face of these challenges, we always adhere to the principles of fairness and justice, seeking consensus through thorough discussion and negotiation. At the same time, we also focus on strengthening team-building and cultural development, enhancing the

collaboration and cohesion of team members, and working together to improve the effectiveness of university management teams.

Interviewee 10

In our work, team decision-making is a common practice. For significant matters, we convene team members to discuss together and fully leverage the collective wisdom and experience. During the decision-making process, we prioritize data accuracy and analytical depth, ensuring that each decision is based on sufficient information and reasonable judgment. When implementing decisions, we emphasize clear responsibilities and standardized processes. Every member knows their duties and tasks, and we collectively ensure that the execution of decisions complies with laws, regulations, and school rules. Additionally, we have established effective monitoring and feedback mechanisms to timely evaluate the effectiveness of decisions and make adjustments and optimizations.

The advantage of team decision-making lies in its ability to gather diverse ideas and reduce risks. In complex financial environments, the vision and capabilities of a single individual are limited, whereas a team can bring together diverse perspectives and experiences, enhancing the comprehensiveness and accuracy of decisions. Simultaneously, team decision-making can strengthen communication and collaboration among team members, promoting the effectiveness of the management team.

Of course, team decision-making also faces challenges, such as differing opinions and coordination costs. However, in my view, these challenges can be resolved through adequate communication, negotiation, and compromise.

Interviewee 11

I believe that every decision is directly related to the living and learning environment of teachers and students. In our team, the decision-making process always follows the principles of democracy, openness, and transparency. For major logistical projects, we invite relevant departments and experts to participate in discussions to ensure the scientificity and feasibility of decisions. This team decision-making model not only improves our work efficiency but also ensures that decisions can truly align with the long-term development of the school and the actual needs of teachers and students.

During the implementation phase of decisions, we focus on clear division of responsibilities, ensuring that every aspect has designated personnel in charge and

follows established rules. At the same time, we have established an effective supervision mechanism to track and evaluate the decision implementation process in real-time, ensuring that decisions are effectively implemented.

The advantage of team decision-making lies in its ability to fully leverage collective wisdom and strength. In logistics management, we face various complex problems and challenges, and team decision-making can bring together the perspectives and experiences of different members, helping us find the best solutions. This not only enhances our problem-solving abilities but also strengthens team cohesion and centripetal force.

Of course, there are also challenges in the team decision-making process, such as differences of opinion and coordination of interests. However, these challenges prompt us to continuously improve our decision-making mechanisms and enhance team capabilities. I believe that as long as we adhere to the philosophy of team decision-making and continuously optimize our management processes, we will be able to push the logistics management work of Guangxi universities to a new level and create a more comfortable and convenient learning and living environment for teachers and students.

Interviewee 12

In my work, I always adhere to collaborating with team members and brainstorming ideas to ensure that our decisions align with the development realities of the college and the needs of teachers and students to the greatest extent possible. Before making decisions, we conduct in-depth assessments and analyses, fully utilizing the experience and knowledge of different members and comprehensively considering relevant data, policy backgrounds, and other factors. This comprehensive approach enables us to more accurately grasp the possible impacts of decisions, thereby formulating more scientific and feasible plans.

Once a decision is made, we clarify the division of responsibilities, ensuring that each task is assigned to specific individuals, and establish a dedicated supervision team to track and provide feedback on the decision implementation process in real-time. This closed-loop management not only ensures the effective execution of decisions but also provides us with opportunities to adjust strategies and respond to potential problems in a timely manner.

The advantage of team decision-making lies in its ability to gather diverse ideas and pool collective wisdom. In my college, we fully leverage the professional knowledge and experience of different members, such as the teaching experience of professors, the innovative thinking of young teachers, and the policy grasp capabilities of administrative staff. This diverse perspective and rich experience provide valuable references and insights for our decisions, greatly enhancing the quality and feasibility of our decisions.

Of course, there are also challenges in the team decision-making process, such as differences of opinion and decision delays. In the face of these challenges, we always adhere to the principles of open discussion and democratic consultation, encouraging everyone to fully express their views and ultimately form a consensus. At the same time, we also focus on strengthening team-building and cultural development, enhancing the collaboration and cohesion of team members, and working together to improve the effectiveness of university management teams.

Interviewee 13

I deeply understand the importance of team decision-making in enhancing the effectiveness of university management teams. In my work, I always focus on leveraging the power of the team and developing research strategies and decisions through collective discussion and collaboration. The advantage of team decision-making lies in its ability to gather diverse ideas and pool collective wisdom. In our work, we fully utilize the professional knowledge and experience of different team members and have solved many technical challenges through brainstorming. This diverse perspective and rich experience provide valuable references and insights for our decision-making, greatly improving the quality and feasibility of our decisions.

Before making a decision, we conduct a comprehensive assessment and analysis to ensure its scientific validity and feasibility. This includes not only evaluating the research project itself but also considering relevant factors such as policy backgrounds, budget allocations, and personnel configurations. By leveraging the professional knowledge and experience of team members, we engage in in-depth discussions and exchanges to develop more creative and implementable plans.

While team decision-making can present challenges such as differing opinions and decision delays, we emphasize enhancing team communication and collaboration. We encourage everyone to fully express their viewpoints and ultimately form a consensus. At the same time, we also focus on cultivating team

spirit and a sense of shared purpose to strengthen team cohesion and centripetal force.

Once a decision is made, we clarify the division of responsibilities to ensure that each member understands their roles and tasks. Additionally, we establish a project management team to continuously track and monitor project progress, ensuring the effective execution of decisions. This closed-loop management approach not only improves the efficiency of our management team but also ensures that research projects progress in the intended direction and on schedule.

Interviewee 14

In my daily work, I emphasize leveraging the power of the team to tackle various challenges through collective wisdom and a collaborative spirit. During the decision-making process, we ensure scientific and feasible decisions by fully assessing and analyzing, drawing upon the experience and knowledge of different team members. This comprehensive approach enables us to better grasp the key points of each task and develop more targeted solutions.

Once a decision is made, we clarify the division of responsibilities to ensure that each team member understands their roles and tasks. Additionally, we establish a dedicated supervision mechanism to track and provide feedback on the decision implementation process in real-time, guaranteeing effective execution. This closed-loop management not only enhances our team's execution efficiency but also provides opportunities for timely strategy adjustments and responses to unexpected situations.

The strength of team decision-making lies in its ability to gather diverse ideas and pool collective wisdom. By fully utilizing the diverse perspectives and rich experiences of team members, we can develop more comprehensive, effective, and human-centered management strategies through brainstorming. Of course, team decision-making also presents challenges such as differing opinions and decision delays. To address these, we prioritize enhancing team communication and collaboration skills training, improving team members' consensus-building and problem-solving abilities. Simultaneously, we cultivate a sense of team spirit and shared purpose to strengthen team cohesion and centripetal force.

In summary, around the research theme of guideline for improving efficiency of management team of university in guangxi, the results are based on the responses of 14 respondents , team decision-making consisted of 6 guideline , as follows:1) team communication and collaboration, 2) experience and knowledge of team

members, 3) dealing with disagreements and opinions, 4) implementing and monitoring decisions, 5) participation of team members in decision making and 6) analysing decision making discussions.

4.Assessment checklist

Assessment checklist of the Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi

Thank you very much for your busy schedule and participation in the evaluation of this study. Please assess the suitability and feasibility of the guideline for improving efficiency of management team of uinversity in Guangxi, with the numbers 5, 4, 3, 2 and 1 corresponding to extra high,high, mean, low and extra low.

Assessment checklist	suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
Guideline										
Teamwork										
1.Encourage cross-departmental communication and collaboration										
2.Emphasises the importance of individual contributions										
3.Collaboration among team members										
4.Enhancement of team member skills and competencies										
5.Optimising communication within the team										
6.Creating incentives and innovation										
7.The importance of evaluation and feedback in teamwork										
8.Clarifying the roles and responsibilities of team members										

Assessment checklist	suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
Team Ddecision-making										
1.Team communication and collaboration										
2.Experience and knowledge of team members										
3.Dealing with disagreements and opinions										
4.Implementing and monitoring decisions										
5.Participation of team members in decision making										
6.Analysing Decision Making Discussions										
Team goals										
1.Clear team goals										
2.Learning and innovation										
3.Communication and collaboration among team members										
4.Sense of mission and responsibility of the team										
5.Co-operation between teams										
Leadership style										
1.Leadership style contributes to team development										
2.Breaks down information										

Assessment checklist	suitability					Feasibility				
	5	4	3	2	1	5	4	3	2	1
barriers, facilitates resource sharing, and promotes teamwork										
3.Enhances team cohesion, accountability and commitment to work										
4.Values everyone's input and contribution										
5.Focuses on employee growth and needs, providing training and development opportunities										
6.Foster a positive work environment										
7.Stimulate innovation and a spirit of change										
8.Delegate with care										
Team communication										
1.Goal-Oriented Communication										
2.Focus on two-way communication										
3.Optimisation of the management model										
4.Goal-oriented management style										
5.Reduce misunderstandings and conflicts										

Appendix D

The Results of the Quality Analysis of Research Instruments

The index of objective congruence (IOC)

Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
Team Goals (The first variable)								
1	Education administrators have a clear understanding of Team goals and are clear and focused on specific outcomes.	1	1	1	0	1	0.8	Valid
2	Education administrators trust that the achievement of team goals is the result of Collaboratively strives by team members.	1	1	1	1	1	1	Valid
3	Education administrators trust that the goals of the team are Clear and specific objectives in order to know if the team is moving in the right direction.	0	1	1	1	1	0.8	Valid
4	Education administrators trust that the goals of the team are aligned with the Strategic goals and mission of the organization so that the efforts of the team can better support the overall strategy.	1	1	1	0	1	0.8	Valid
5	Education administrators trust the team's goals set a clear Direction and priorities to ensure that work does not drag on.	0	1	1	1	1	0.8	Valid
6	Education administrators trust that the Measurability and progress of the team's goals are clear to ensure that the team's goals can be achieved.	1	1	1	1	1	0.8	Valid
7	Education administrators trust that team members achieve Achievement and satisfaction in pursuing their goals.	1	1	1	1	0	0.8	Valid

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
8	Education administrators trust that team goals have specific deadlines to ensure that management activities are conducted in an orderly manner.	1	1	0	1	1	0.8	Valid
9	Education administrators trust that the goals of a team inspire better Collaboration and cooperation among team members to achieve this common goal together.	1	1	1	1	1	1	Valid
10	Education administrators trust that team goals can stimulate team members' morale and motivation to maintain organizational vitality.	1	1	1	1	1	1	Valid
11	Education administrators think the clarity and comprehensiveness of team goals help guide the team in staying focused, coordinating actions, and achieving significant results in a complex work environment.	1	0	1	1	1	0.8	Valid
Leadership Style (The second variable)								
1	Education administrators trust that the leadership style of team managers can affect the behavior and work of team members within the organization.	1	1	1	1	1	1	Valid
2	Education administrators trust that Different leadership styles have varying impacts on team effectiveness and employee job satisfaction.	0	1	1	1	1	0.8	Valid
3	Education administrators trust that Task-Oriented Leadership Style managers promote the improvement of team effectiveness through clear guidance and	1	1	1	1	0	0.8	Valid

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
	control.							
4	Education administrators trust that Relationship-Oriented Leadership Style tends to adopt a supportive and caring attitude , this can enhance employee's sense of belonging and loyalty, and then affect the improvement of team effectiveness.	1	1	1	0	1	0.8	Valid
5	Education administrators trust that Relationship-Oriented Leadership Style encourages team members to participate in decision-making and problem-solving processes,this helps improve employee engagement and commitment, which in turn affects the effectiveness of management teams.	0	1	1	1	1	0.8	Valid
6	Education administrators trust that managers with an Empowering Leadership Style trust in the abilities of employees and encourage them to solve problems independently, thus affecting the improvement of management team effectiveness.	1	1	1	1	1	1	Valid
7	According to Education administrators, managers of the Democratic Leadership Style emphasize democratic decision-making within the team and jointly formulate goals and strategies, thus affecting the improvement of the effectiveness of the management team.	0	1	1	1	1	0.8	Valid
8	Education administrators trust that leaders should strengthen Team	0	1	1	1	1	0.8	Valid

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
	cohesion through leadership, so as to achieve common goals.							
9	Education administrators trust that leaders should choose Appropriate leadership style according to the nature of the team, so as to improve the effectiveness of the team.	1	1	1	1	1	1	Valid
10	Education administrators trust that leaders should choose Appropriate leadership style according to the needs of the Organization to improve the effectiveness of the team.	1	1	1	0	1	0.8	Valid
Teamwork (The third variable)								
1	Education administrators consider it common for members to Coordinate and collaborate closely to achieve common goals and tasks.	0	1	1	1	1	0.8	Valid
2	Education administrators trust that Each member plays a crucial role in the management team and plays an important role.	1	1	1	1	0	0.8	Valid
3	Education administrators trust that only by maintaining Supporting and complementing relationships between management teams can management effectiveness continue to improve.	1	0	1	1	1	0.8	Valid
4	Education administrators trust that teamwork is about leveraging their respective expertise and strengths to enhance work efficiency and efficiency quality.	1	1	1	0	1	0.8	Valid
5	Education administrators trust that	1	1	1	1	1	1	Valid

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
	teamwork is an effort to emphasize collective wisdom and a spirit of cooperation, and is an effective way to improve management efficiency.							
6	Education administrators trust that one of the main purposes of teamwork is to resultin efficient and high-quality work outcomes through interaction and interaction collaboration among members.	1	0	1	1	1	0.8	Valid
7	Education administrators trust that One significant advantage of teamwork is its ability to harness the diverse wisdom and wisdom experiences of multiple individuals are more conducive to the improvement of management efficiency.	1	1	1	0	1	0.8	Valid
8	Education administrators trust that teamwork is to facilitate a more comprehensive problem-solving and addressing challenges.	1	1	1	1	0	0.8	Valid
9	Education administrators trust that Through knowledge sharing and collaborative efforts among members, teams can produce superior results that go far beyond what individuals working in isolation can achieve.	1	1	1	1	0	0.8	Valid
10	Education administrators trust that teamwork fosters cohesion within the team and builds trust among members.	1	1	0	1	1	0.8	Valid
11	Education administrators trust that teamwork enables members to establish closer bonds that contribute to better	1	1	1	1	0	0.8	Valid

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
	collaboration and increased job satisfaction.							
12	Education administrators trust that Teamwork also enhances productivity, as collaborative work is often more efficient than individual efforts.	1	1	0	1	1	0.8	Valid
13	Education administrators trust teamwork is an efficient way of working that emphasizes collaborative cooperation and cooperation collective effort. It can help improve the efficiency of team management.	1	1	1	1	1	1	Valid
Team Communication (The fourth variable)								
1	Education administrators consider it common for members to Coordinate and collaborate closely to achieve common goals and tasks.	1	1	1	0	1	0.8	Valid
2	Education administrators trust that the process by which team members communicate, share information, express opinions, and understand the intentions of others, which is more conducive to the realization of team goals and teamwork.	0	1	1	1	1	0.8	Valid
3	Education administrators trust that key element of teamwork and cooperation, involving information transfer, two-way communication, and the ability to share knowledge.	1	0	1	1	1	0.8	Valid
4	Education administrators trust that Team communication is more than simply conveying information.	1	1	0	1	1	0.8	Valid

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
5	Education administrators trust that team communication is more about purposefully interacting effectively with team members to facilitate team collaboration and decision-making.	1	1	1	1	1	1	Valid
6	Education administrators trust that team communication should include a variety of forms of communication such as oral, written, and non-verbal, and relies on clear information transfer and reception skills.	1	1	0	1	1	0.8	Valid
7	education administrators trust that team communication should have purpose orientation to ensure that team members can work together effectively to achieve the goals and tasks of the team.	0	1	1	1	1	0.8	Valid
8	Education administrators trust that team communication has bidirectionality, which not only contributes to the transmission of information, but also encourages team members to actively participate in solving problems together. Helps create a more dynamic and productive team environment.	1	0	1	1	1	0.8	Valid
9	Education administrators trust that team communication has transparency and openness, which helps to build a healthy team culture, improve team efficiency, reduce conflicts, promote consensus formation, and enhance the sense of trust and participation of team members.	1	1	0	1	1	0.8	Valid

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
10	Education administrators According to team communication has Effectiveness and is a key factor to team cooperation and success. Effective team communication is not only a means to achieve team goals, but also a key element to establish a positive team culture.	1	1	1	1	1	1	Valid
11	Education administrators trust that Team communication plays a vital role in teamwork and decision-making processes.	1	0	1	1	1	0.8	Valid
12	Education administrators trust that team communication helps team members better understand each other's needs and expectations, enhances teamwork and cohesion, and promotes problem solving and innovation.	0	1	1	1	1	0.8	Valid
Team Decision-Making(The fifth variable)								
1	Education administrators trust that team decision making is In a team or organization, members participate in and reach consensus to choose the best course of action or solution.	1	1	1	1	1	1	Valid
2	Education administrators trust that Team decisions often involve discussing, analyzing, evaluating, and weighing different options to reach consensus and take action.	1	1	1	1	1	1	Valid

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
3	Education administrators trust that problem definition in team decision making is essential for effective team decision making, ensuring that the team focuses on the most important problems, enabling the team to develop solutions and take action more effectively.	1	0	1	1	1	0.8	Valid
4	Education administrators trusts that Information collection in team decision-making is one of the key steps in the team decision-making process, and effective information collection helps the team to better understand the problem, evaluate the options, make decisions, and finally implement the plan.	1	1	1	0	1	0.8	Valid
5	Education administrators sees Generate solutions in team decisions as providing a diversity of options for teams, helping to ensure that the final decision is well-considered, innovative, and forward-looking.	0	1	1	1	1	0.8	Valid
6	Education administrators trust that evaluation and analysis in team decision making can help reduce the risk of decision making and improve the effectiveness of decision making to achieve the goals of team and organization.	1	1	1	0	1	0.8	Valid
7	Education administrators trust that Reach consensus in team decisions helps to ensure wide acceptance and support for decisions, reaching consensus can	1	1	1	1	0	0.8	Valid

NO.	Guideline for Improving Efficiency of Management Team of Uinversity in Guangxi	Expert					IOC	Validity
		1	2	3	4	5		
	improve the quality of decisions and enable teams to achieve better results.							
8	Education administrators trust that Implementation and supervision in team decisions can ensure that decisions produce practical results. Helps to improve the efficiency and performance of the organization.	1	0	1	1	1	0.8	Valid
9	Education administrators trust that The advantage of team decision-making is that it can make full use of the diverse experience and knowledge of team members to improve the quality and feasibility of decision-making.	0	1	1	1	1	0.8	Valid
10	Education administrators think team decision-making can also face challenges such as differences of opinion, delayed decision-making, and power struggles. These factors directly affect the improvement of the effectiveness of the management team.	1	1	1	1	1	1	Valid
11	Education administrators trust that establishing effective communication and collaboration mechanisms, as well as developing team members' decision-making and problem-solving skills, is essential to promote the success of team decision-making.	1	1	1	1	1	1	Valid

1. Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis

Number of Items	Sample Size	Cronbach's Alpha Coefficient
57	30	0.974

From the table above, it can be seen that the reliability coefficient value is 0.974, which is greater than 0.9, indicating that the quality of the research data reliability is high. Regarding the "α coefficient with deleted items," the reliability coefficient does not significantly increase when any item is deleted. Therefore, it indicates that the items should not be deleted. Regarding the "CITC value," the CITC values for all analyzed items are above 0.4, indicating that there is a good correlation between the analyzed items, which also indicates a good reliability level. In summary, the reliability coefficient value of the research data is higher than 0.9, which comprehensively indicates high data reliability quality and can be used for further analysis.

2. Adaptability Analysis

KMO and Bartlett's tests

KMO value		0.977
Bartlett's sphericity test	Approximate chi-square	10648.133
	df	1596
	p-value	0.000

The KMO and Bartlett tests were used to validate the adaptability. From the table above, it can be seen that the KMO value is 0.977, which is greater than 0.8, indicating that the research data is highly suitable for extracting information (which indirectly reflects good adaptability).

Appendix E

Certificate of English

BANSOMDEJCHAOPRAYA
RAJABHAT UNIVERSITY

This is to certify that

Mr. Tan Qianlin

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 22nd August 2021

(Assistant Professor Dr Kulsirin Aphiratvoradej)

Director

Appendix F

The Document for Acceptance Research

มหาวิทยาลัยมหาจุฬาลงกรณราชวิทยาลัย
๗๙ หมู่ ๑ ตำบลลำไทร อำเภอวังน้อย
จังหวัดพระนครศรีอยุธยา ๑๓๑๗๐
โทรศัพท์ ๐ ๓๕๒๔ ๘๐๐๐-๕ โทรสาร ๐ ๓๕๒๔ ๘๐๓๔
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ที่ อว ๘๐๐๕.๔/ ๐๘๐

๒๙ พฤษภาคม ๒๕๖๗

เรื่อง ตอบรับผลงานบทความได้รับการตีพิมพ์

เรียน คุณตัน เฉียนลิน, รศ.ดร.นิรันดร์ สุธีนิรันดร์, ผศ.ดร.กุลศิรินทร์ อภิรัตน์วรเดช, ผศ.ดร.พัชรา เดชโฮม

ตามที่ท่านได้ส่งบทความเรื่อง **"แนวทางการปรับปรุงประสิทธิภาพของทีมบริหารมหาวิทยาลัยในเมืองกวางสี"** เพื่อตีพิมพ์ในวารสาร มจร การพัฒนาสังคม (JMSD) นั้น กองบรรณาธิการได้พิจารณาบทความโดยเสนอต่อคณะกรรมการผู้ทรงคุณวุฒิกลั่นกรองจำนวน ๓ ท่าน (Peer Review) ตรวจแก้ไขเพื่อความสมบูรณ์ของบทความก่อนลงตีพิมพ์ กองบรรณาธิการจึงขอแจ้งให้ท่านทราบว่าบทความที่ท่านส่งมาได้ผ่านการกลั่นกรอง และอยู่ในขั้นตอนการตีพิมพ์ในวารสาร มจร การพัฒนาสังคม ปีที่ ๙ ฉบับที่ ๓ (กันยายน - ธันวาคม ๒๕๖๗)

อนึ่ง วารสาร มจร การพัฒนาสังคม ได้รับอนุมัติจัดทำวารสารตามมติสภามหาวิทยาลัยในคราวประชุมครั้งที่ ๑๐/๒๕๕๙ วันที่ ๑๔ มกราคม ๒๕๖๐ มีวัตถุประสงค์เพื่อเป็นเวทีเผยแพร่ผลงานวิจัย และผลงานทางวิชาการของคณาจารย์ นักวิชาการ นักวิจัย นิสิต ทั้งในและนอกสถาบัน โดยมีกำหนดออกวารสารปีละ ๓ ฉบับ ทั้งนี้ วารสาร มจร การพัฒนาสังคมได้ผ่านการรับรองคุณภาพ และอยู่ในฐานข้อมูลของศูนย์ดัชนีการอ้างอิงวารสารไทย TCI : Thai-Journal Citation Index Centre วารสารกลุ่มที่ ๒ (๑๐ มกราคม ๒๕๖๒ - ๓๑ ธันวาคม ๒๕๖๗) กองบรรณาธิการขอขอบคุณทุกท่านที่ให้ความสนใจและส่งผลงานวิชาการเพื่อตีพิมพ์ในวารสาร มจร การพัฒนาสังคม มา ณ โอกาสนี้

จึงเรียนมาเพื่อทราบ

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.โกนิฏฐ์ ศรีทอง)
บรรณาธิการบริหาร

สำนักงาน วารสาร มจร การพัฒนาสังคม (JMSD)
โทรศัพท์ : ๐๓๕ - ๒๔๘ ๐๐๐ ต่อ ๘๒๗๘ มือถือ ๐๘๔ ๗๗๓ ๕๑๗๙
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