

MODEL FOR DEVELOPING COMMUNICATION LEADERSHIP OF
ADMINISTRATORS IN PUBLIC UNIVERSITIES
IN GUANGXI

LING JINHUAN

A thesis paper submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration

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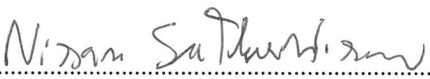
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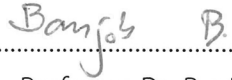
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บทคัดย่อ

วัตถุประสงค์ของการวิจัยครั้งนี้ได้แก่ 1) เพื่อศึกษาระดับภาวะผู้นำด้านการสื่อสารของผู้บริหารในมหาวิทยาลัยของรัฐในมณฑลกว่างสี 2) เพื่อพัฒนารูปแบบการพัฒนาภาวะผู้นำด้านการสื่อสารของผู้บริหารในมหาวิทยาลัยของรัฐในมณฑลกว่างสี และ 3) เพื่อประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบการพัฒนาภาวะผู้นำด้านการสื่อสารของผู้บริหารในมหาวิทยาลัยของรัฐในมณฑลกว่างสี กลุ่มตัวอย่างในการวิจัย ได้แก่ ผู้บริหารจากมหาวิทยาลัยของรัฐในมณฑลกว่างสี จำนวน 7 แห่ง รวมทั้งสิ้น 297 คน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย 1) แบบสอบถาม 2) แบบสัมภาษณ์ แบบมีโครงสร้าง และ 3) แบบประเมิน การวิเคราะห์ข้อมูลใช้ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า 1) ระดับภาวะผู้นำด้านการสื่อสารของผู้บริหารในมหาวิทยาลัยของรัฐทั้ง 5 ด้าน โดยรวมอยู่ในระดับปานกลาง เมื่อพิจารณาระดับของแต่ละด้านจากสูงสุดไปต่ำสุด พบว่า การคำนึงถึงความเป็นปัจเจกบุคคล มีค่าเฉลี่ยสูงสุด รองลงมาคือ การสื่อสารวิสัยทัศน์ การสร้างแรงบันดาลใจ การมีส่วนร่วมในการตัดสินใจ การรับฟังและการให้ข้อมูลย้อนกลับ ตามลำดับ 2) รูปแบบการพัฒนาภาวะผู้นำด้านการสื่อสารของผู้บริหารในมหาวิทยาลัยของรัฐในมณฑลกว่างสี ประกอบด้วย 5 ด้าน รวมทั้งสิ้น 35 มาตรการ ได้แก่ การส่งเสริมแรงบันดาลใจ จำนวน 7 มาตรการ การเสริมสร้างการสื่อสารวิสัยทัศน์ จำนวน 7 มาตรการ การเสริมสร้างการคำนึงถึงความเป็นปัจเจกบุคคล จำนวน 6 มาตรการ การพัฒนาการรับฟังและการให้ข้อมูลย้อนกลับ จำนวน 8 มาตรการ และการเพิ่มการมีส่วนร่วมในการตัดสินใจ จำนวน 7 มาตรการ 3) ผลการประเมินความเหมาะสมและความเป็นไปได้ของรูปแบบอยู่ในระดับสูงสุด

คำสำคัญ: ภาวะผู้นำด้านการสื่อสาร รูปแบบ ผู้บริหาร

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ABSTRACT

The objectives of this research were: 1) To study the level of communication leadership of administrators in public universities in Guangxi. 2) To develop the model for developing communication leadership of administrators in public universities in Guangxi. 3) To evaluate the suitability and feasibility of model for developing communication leadership of administrators in public universities in Guangxi. The sample group consisted of 297 administrators from 7 public universities in Guangxi. Research instruments included: 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 the communication leadership of administrators in public universities in five aspects was at medium level. Considering the results of this research, aspects ranged from the highest to lowest level were as follows: individual consideration, vision communication, inspirational motivation, participative decision making, and listening and feedback, respectively. 2) The model for developing communication leadership of administrators in public universities in Guangxi in 5 aspects, which contain 35 measures. There are 7 measures for promoting inspirational motivation, 7 measures for enhancing vision

communication, 6 measures for enhancing individual consideration, 8 measures for developing listening and feedback, 7 measures for increasing participative decision making. 3) The suitability and feasibility evaluation results of the models are at highest level.

Keywords: Communication Leadership, Model, Administrators

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Contents

	Page
Abstract.....	i
Abstract (Thai).....	ii
Acknowledgement.....	iv
Contents.....	v
List of Figures.....	vii
List of Tables.....	viii
Chapter	
1 Introduction.....	1
Rationale.....	1
Research Question.....	5
Objective.....	5
Scope of the Research.....	5
Advantages.....	7
Definition of Terms.....	7
Research Framework.....	9
2 Literature Review.....	11
Concepts and theory of educational administration.....	11
Concepts and theory of leadership.....	21
Concepts of communication leadership.....	27
Concepts of communication leadership in higher administration.....	44
Context of public normal university in Guangxi.....	55
Related Research.....	59
3 Research Methodology.....	67
Phase 1.....	67
Population and sample group.....	67
Research Instruments.....	68
Data Collection.....	70
Data Analysis.....	70

Contents (Continued)

	Page
Phase 2	71
The key informations.....	71
Research Instruments.....	71
Data Collection.....	73
Data Analysis.....	73
Phase 3	74
The key informations.....	74
Research Instruments.....	74
Data Collection.....	76
Data Analysis.....	76
4 Results of Analysis	77
Symbol and Abbreviations.....	77
Presentation of Data Analysis.....	77
Result of Data Analysis.....	78
5 Discussion Conclusion and Recommendations	115
Conclusion.....	115
Discussion.....	121
Recommendations.....	146
References	151
Appendices	171
A List of Specialists and Letters of Specialists Invitation for IOC Verification...	172
B Official Letter.....	179
C Research Instrument.....	192
D The Results of the Quality Analysis of Research Instruments.....	240
E Certificate of English.....	250
F The Document for Accept Research.....	252
Researcher Profile	254

List of Figures

Figure	Page
1.1 Research Framework.....	10
4.1 Model for developing communication leadership.....	99
4.2 The model of promoting inspirational motivation.....	100
4.3 The model of enhancing vision communication.....	101
4.4 The model of enhancing individual consideration.....	102
4.5 The model of increasing developing listening and feedback.....	103
4.6 The model of increasing participative decision making.....	104

List of Tables

Table	Page
2.1 The communication leadership characteristics.....	34
3.1 Lists of university and sample size.....	68
4.1 Personal Information of the survey respondents.....	78
4.2 Mean and standard deviation of level of the five dimensions.....	79
4.3 Mean and standard deviation of the level of inspirational motivation.....	80
4.4 Mean and standard deviation of the level of vision communication.....	82
4.5 Mean and standard deviation of the level of communication leadership of administrators in individual consideration.....	84
4.6 Mean and standard deviation of the level of listening and feedback.....	86
4.7 Mean and standard deviation of the level of participative decision making....	88
4.8 Personal information of the interviewee.....	90
4.9 Model for developing communication leadership of administrators in public universities in Guangxi.....	92
4.10 Mean and standard deviation of the suitability and feasibility of model for developing communication leadership.....	105
4.11 Mean and standard deviation of the suitability and feasibility of model in promoting inspirational motivation.....	106
4.12 Mean and standard deviation of the suitability and feasibility of model in enhancing vision communication.....	108
4.13 Mean and standard deviation of the suitability and feasibility of model in enhancing individual consideration.....	110
4.14 Mean and standard deviation of the suitability and feasibility of model in developing listening and feedback.....	111
4.15 Mean and standard deviation of the suitability and feasibility of model in increasing participative decision making.....	113

Chapter 1

Introduction

Rationale

The Education 2030 Framework for Action emphasizes that effective governance and accountability mechanisms are essential for achieving SDG 4, calling for “inclusive, participative and representative decision making at all levels” (UNESCO, 2015). For higher education institutions, this implies the need for leadership models that prioritize stakeholder engagement and transparent communication to ensure institutional relevance and public accountability. In a national study of more than 700 college and university presidents, communication savvy was identified as one of the seven competencies for effective presidential leadership, with 90% of respondents rating “communicating effectively and authentically in formal and informal settings” as very relevant (Burmicky, McClure, & Ryu, 2024). This finding underscores that communication effectiveness is no longer peripheral but central to leadership success in contemporary higher education institutions. Research in leadership studies conceptualizes communication leadership as a distinctive combination of competencies that enables leaders to articulate and share a vision, create shared meaning, engage in active listening, and promote dialogue across organizational boundaries (Johansson, Miller, & Hamrin, 2014). In the context of higher education, leadership effectiveness can be reflected in practices including the clarification of organizational direction, encouragement of participation, facilitation of communication among colleagues, and maintenance of relationships with external stakeholders, all of which are closely connected with communication (Bryman, 2007; Middlehurst & Elton, 1992). From the perspective of distributed leadership, leadership does not rest solely with an individual leader but emerges through interactions among multiple actors. Accordingly, university managers are expected to coordinate different actors, facilitate communication, and support shared agency instead of focusing exclusively on the administration of hierarchical structures.

China's 14th Five-Year Plan (2021-2025) positions education as a strategic driver of national modernization, emphasizing quality, innovation, and international cooperation (National People's Congress, 2021). These strategic directions imply that universities must strengthen their capacity to articulate institutional visions and engage diverse stakeholders in achieving national educational goals. There is an urgent need to enhance communication between government, universities, and society, including the need for shared visioning, ongoing dialogue, and evidence based decision making in higher education administration. China's "Double First-Class" initiative has heightened expectations for international competitiveness and disciplinary excellence (Ministry of Education, 2022). This elevated status requires public universities to enhance their international visibility, articulate their distinctive academic strengths, and demonstrate leadership in addressing national and global challenges. China's Belt and Road Education Action Plan positions the internationalization of higher education as a means of "connecting people's hearts and minds" through enhanced cross cultural exchange and educational cooperation (Ministry of Education, 2016). These international partnerships require university administrators to develop capabilities in cross cultural communication and collaborative governance.

Guangxi is China's gateway to ASEAN, with cross border economic and educational connections, which require universities to build external partnerships, promote bilingual and intercultural programs, and communicate a regionally relevant mission. Guangxi's 14th Five-Year Plan and the 14th Five-Year Plan for the Revitalization and Development of Guangxi Higher Education set goals for quality improvement, digital transformation, and regional services, including initiatives for new educational infrastructure and an innovation platforms. These goals depend on coordinated, transparent communication between universities, government, industry, and international partners (Guangxi Zhuang Autonomous Region, 2021; Guangxi Zhuang Autonomous Region Education Department, 2022).

As China's only province with both land and sea borders with ASEAN, Guangxi occupies a distinctive geographical position. The region is inhabited by 12 ethnic

minorities, among whom 8 constitute cross-border communities. On university campuses, Mandarin, Cantonese, and Zhuang are used alongside English, Vietnamese, and Thai, resulting in a highly diverse linguistic and communicative environment. Against this background, the existing leadership framework, which is predominantly Han-centered and monolingual, may be considered culturally incongruent.

Within universities, effective leadership has traditionally involved several interconnected responsibilities, including articulating and communicating a clear strategic direction, involving colleagues in decision making, balancing academic values with administrative mandates, and representing the institution in interactions with external audiences (Bryman, 2007; Middlehurst, 1999). As reforms (e.g., assessment reforms; Double First-Class Initiatives) intensify accountability and competition, universities need leaders who can craft change narratives, listen to faculty, maintain stakeholder relationships, and manage reputational communication. The communication leadership literature offers actionable frameworks such as framing, listening, sensemaking, and dialogue that can be translated into customized development programs for public universities (Johansson et al., 2014). Distributed leadership perspectives emphasize that leadership practice is mediated by tools, routines, and structures (Spillane, 2006). This framework supports the design of communication systems including routines, forums, and digital tools to disseminate leadership practices across departments and centers in higher education institutions.

With the implementation of the “Industry-University-Research-Application” reform in 2019, universities in Guangxi adopted a dual accountability structure consisting of Party committee leadership and the president responsibility system. Under this arrangement, managers are required to maintain communication at both organizational levels, reporting upward to the Party committee secretary while also communicating downward with the departmental committee. Such dual communication responsibilities can generate distinctive role conflicts and create ambiguity in managerial responsibilities.

This research topic stems from both my professional experience and my academic research. While working in administration at a public normal university in

Guangxi, I frequently observed misunderstandings, decision making delays, decreased work efficiency, and increased work pressure arising from poor communication between managers and superiors. These experiences led me to consider the role of communication in organizational management and to further focus on how leaders can improve organizational management effectiveness through communication. As my literature review deepened, I encountered the concept of communication leadership. This concept aligns perfectly with my work observations and research interests, ultimately leading me to choose this research topic.

Further review of government policies, higher education reform documents, and relevant domestic and international literature reinforced my belief in the importance of communication leadership. Both international trends in higher education and the policy requirements for the modernization of education and university governance in my country increasingly emphasize that effective communication is a crucial leadership skill for university administrators, playing a vital role in improving university governance, promoting organizational collaboration, and driving high quality development. However, empirical research on communication leadership among administrators in Chinese public universities, particularly those in Guangxi, remains relatively limited. Therefore, this study takes administrators of public universities in Guangxi as the research object, constructs a communication leadership development model, and hopes to provide theoretical basis and practical reference for the leadership development of university administrators.

Overall, the significance of this study lies in the growing role of communication leadership in shaping effective higher education management. This is particularly relevant to public universities in Guangxi, where institutional development is influenced by both the demands of global competition and the priorities of regional development. To meet international expectations in education while contributing to China's regional development strategy, university administrators need strong communication leadership capabilities that enable them to coordinate diverse stakeholders, encourage innovation, and support organizational transformation. Without strengthening these capabilities, universities risk falling

behind in educational quality, governance efficiency, and talent development all crucial for Guangxi's integration into the Belt and Road Initiative and its national strategy of building world class universities. Therefore, this study has both theoretical and practical implications for supporting the sustainable development of higher education leadership in the region.

Research Questions

1. What is the level of communication leadership of administrators in public universities in Guangxi?
2. What are the model for developing communication leadership of administrators in public universities in Guangxi?
3. Are the model for developing communication leadership of administrators in public universities in Guangxi suitable and feasible?

Objectives

1. To study the level of communication leadership of administrators in public universities in Guangxi.
2. To develop the model for developing communication leadership of administrators in public universities in Guangxi.
3. To evaluate the suitability and feasibility of model for developing communication leadership of administrators in public universities in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The target population comprised 1,250 administrators employed at 7 public normal universities in Guangxi.

The Sample Group

Based on the sample size determination table developed by Krejcie and Morgan (1970), 297 administrators were selected as the study sample from the 7

public normal universities in Guangxi. The participants were selected through a combination of stratified random sampling and simple random sampling.

The interviewee

The interview component involved 10 high-level administrators from public normal universities in Guangxi. The inclusion criteria for the interviewees were as follows: 1) having at least five years of experience serving in a high-level administrative position at a public normal university; 2) possessing substantial experience related to communication leadership; and 3) holding a master's degree or higher.

Evaluate

The experts for evaluating the suitability and feasibility of model is 9 experts from public normal universities in Guangxi. The qualifications of the experts are as follows: 1) a minimum of 10 years of experience in a high-level administrative position at a public normal university; 2) extensive professional experience in communication leadership; 3) possession of a doctoral degree or higher; 4) an academic rank of associate professor or above.

The Variable

According to the analyzed of related theories and research, characteristics of communication leadership of administrators are as follows:

1. Inspirational motivation
2. Vision Communication
3. Individual consideration
4. Listening and Feedback
5. Participative decision making

Time

June 2025 – August 2026

Advantages

1. This contextualized “communicative leadership” theory, through empirical research, fills a research gap in this field within the context of regional higher education in China and constructs a localized theoretical development model, providing a significant addition to the body of knowledge on educational leadership.

2. Translating abstract leadership theory into an action model with concrete strategies and pathways provides a scientific and actionable reference for designing mid-level manager training systems and intervention policies in Guangxi universities, effectively bridging the gap between theory and practice.

3. Through a systematic evaluation of the model’s suitability and feasibility, not only does it ensure its academic rigor and effectiveness, but it also demonstrates its practical feasibility and potential effectiveness in practice, laying a solid foundation for its promotion and application in similar higher education contexts.

Definition of Terms

Communication leadership refers to a leadership style that fundamentally positions communication as the core mechanism for influencing, guiding, and aligning team members with organizational objectives. Moving beyond the mere exercise of authority, it prioritizes the creation of shared meaning through consistent dialogue, openness, active listening, and constructive feedback. Consequently, communication becomes both the essential process and the defining characteristic of effective leadership. This construct is operationalized through five distinct aspects: Inspirational Motivation, Vision Communication, Individual Consideration, Listening and Feedback, and Participative Decision Making.

Inspirational motivation refers to a communication leadership capability through which leaders influence employees by communicating an appealing and hopeful future that fosters optimism, enthusiasm, commitment, and a shared sense of purpose toward achieving organizational goals. It is achieved through clearly articulating an inspiring vision, linking organizational objectives to employees’ sense of purpose at work, and encouraging them to go beyond routine responsibilities.

Leaders exhibiting this quality communicate high standards of performance and express confidence in their team's ability to meet challenges. They foster collective enthusiasm and resilience during difficulties, creating a shared sense of purpose that connects daily tasks with long term aspirations.

Vision communication refers to a communication leadership capability through which leaders clearly describe a desirable and attainable future for the organization and consistently communicate that vision to members. It involves linking the organizational vision to core values and long term strategic goals, translating abstract strategies into concrete and understandable objectives, and explaining how the shared vision aligns with the interests of both the organization and its members. Leaders demonstrate this ability by engaging in interactive dialogue, adapting their communication to different audiences and situations, and maintaining consistent communication over time to sustain collective understanding and commitment.

Individual consideration refers to a communication leadership capability through which leaders treat each follower as an individual with unique needs, abilities, and career aspirations. It emphasizes personalized attention, active listening, coaching, and tailored feedback to support individual development. Leaders who demonstrate individual consideration recognize individual contributions, align responsibilities with personal strengths and interests, and create opportunities for professional growth. They also show care for employees' well being and build trust through consistent developmental support.

Listening and feedback refer to a communication leadership practice in which leaders engage in attentive, open, and responsive two-way communication with team members. It involves actively listening to understand perspectives before responding, creating a psychologically safe environment for open expression, and encouraging the sharing of ideas and concerns. Leaders provide timely and constructive feedback, are open to receiving feedback themselves, and use feedback to clarify expectations, improve performance, and promote collaborative problem solving.

Participative decision making (PDM) refers to a communication leadership capability through which leaders involve relevant stakeholders in decision making processes that affect them through open communication, dialogue, and collaborative interaction. It includes actively seeking diverse opinions, valuing professional expertise, providing genuine voice in decisions, incorporating stakeholder input into final decisions, and ensuring transparency in the decision making process. By sharing decision authority and encouraging psychological autonomy, leaders strengthen trust and commitment within the team.

Public normal universities in Guangxi refers to a group of undergraduate institutions wholly funded by the Guangxi Zhuang Autonomous Region government. Defined by their public good mandate, they specialize in preparing pre-school, basic education and vocational education teachers, operate tuition free normal student programmes, provide in-service teacher training, and conduct education policy research. Seven such universities Guangxi Normal University (Guilin), Nanning Normal University, Yulin Normal University, Guangxi Normal University for Nationalities (Chongzuo), Guangxi Science & Technology Normal University (Laibin), Guangxi Vocational Normal University (Nanning) and Guilin Normal University form a region wide network.

University administrators refers to managers who sit between the decision making and grassroots levels of a university organization. They primarily include deans, department heads, and department heads. They play a crucial role connecting the upper and lower levels, acting as both the executors and translators of the university's top level strategies and the managers and resource allocators of daily operations. Their core responsibility is to bridge the gap between academics and administration and ensure the achievement of organizational goals.

Research Framework

According to the analysis of related theories and research, the researchers analyzed and synthesized documents, concepts, theories, and researches related to communication leadership of university administrators, which consisted of

Phaenpha,& Piatanom (2024), Carless, S. A. (1998), Rafferty, & Griffin (2004), Gill (2003), Kouzes and Posner (2013), Hackman & Johnson (2004), Men, L. R. (2014), Bass (1985), Kouzes, Posner (2017), Linell (2009), Hamrin, Johansson, & Jahn (2016), Clutterbu, & Hirst (2002), Avolio, Waldman, & Yammarino (1991), Carter, Armenakis, Feild, & Mossholder, (2013), Li Chaoping & Shi Kan (2005), Yue, Men,& Ferguson (2019). The researcher used the criteria to consider the corresponding characteristics. To use as a framework for research in this study. Which can be synthesized in 5 characteristics as follows: 1) inspirational motivation, 2) vision Communication, 3) individual consideration, and 4) listening and feedback, 5) participative decision making.

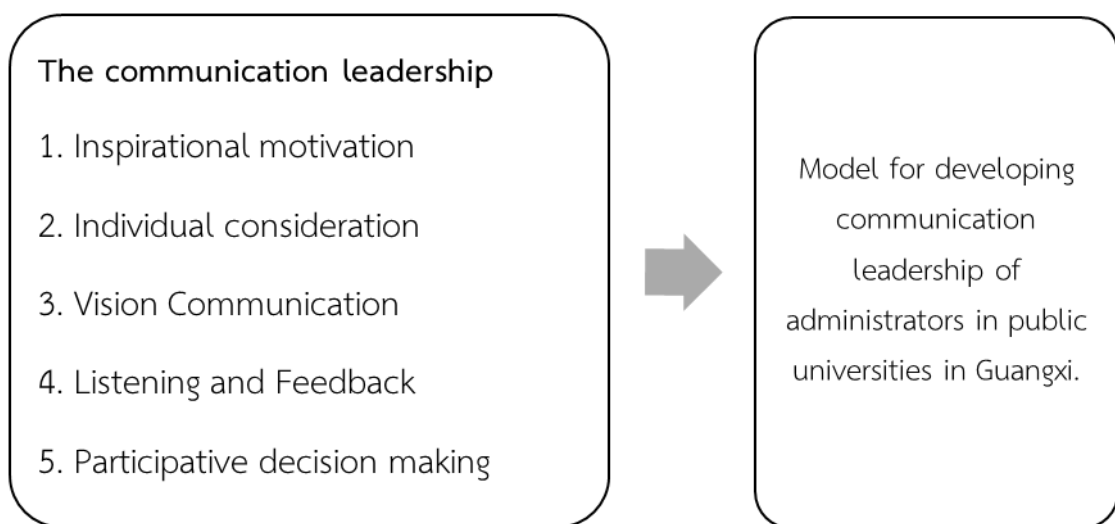


Figure 1.1 Research Framework

Chapter 2

Literature Review

This paper takes improving the communication leadership of administrators in public universities in Guangxi as the research object, and analyzes the relevant literature, concepts, theories and research on communication leadership of universities administrators. The specific situation was as follows.

1. Concepts and theory of educational administration
2. Concepts and theory of leadership
3. Concepts of communication leadership
4. Concepts of communication leadership in higher administration
5. Context of public normal universities in Guangxi
6. Related Research

The details are as follows.

Concepts and theory of educational administration

Definition of educational administration

Management is a broad professional discipline encompassing engineering management, administrative management, business administration, and public utilities management. Educational management is a form of public affairs management within management. Educational management, as used here, refers to the process of ensuring the normal operation and continuous optimization of educational institutions through planning, organization, leadership, coordination, and control to achieve educational goals, improve educational quality, effectively allocate resources, and promote the development of teachers and students. It involves the planning, guidance, coordination, and supervision of educational resources, human resources, finances, curriculum, classrooms, students, and teachers, encompassing a system of organizational activities encompassing educational management systems and concepts. University education administrators

are the core force in the management and operation of universities. They have multiple identities as leaders, organizers, implementers and executors of university organization and development, and are the backbone of university education reform. At the same time, University education administrators need to possess certain management knowledge and skills, including organizational leadership, communication and coordination, problem solving, and decision making abilities. This article focuses on the communication and coordination skills of university educational administrators.

Pulley, Murphy, J., & Hallinger, P. (1988, p.231-253) proposed that educational management as the process of meaningful intervention and hands on leadership to enhance student learning.

Sun Yuli (2003, p.18-20) proposed that educational management is about pursuing the free spirit of the educational management subject, organizing educational resources efficiently through orderly, standardized and creative coordination activities, and creating aesthetic education. On the basis of cultivating a free and harmonious aesthetic personality, it can better promote the healthy, sustainable and coordinated development of society.

Chen Weiping & Chen Gang (2004, p.256-259) proposed that in order to promote the development of universities, it is necessary to strengthen the selection and training of mid-level leading cadres in universities, strengthen the construction of mid-level leadership teams in universities, be good at discovering problems in the management process of leading cadres, and pay attention to the structure, ability and level of the management team.

Wu, Z (2006) proposed that educational management is the activity of educational managers in educational organizations using educational resources to achieve educational goals.

Fullan, M. (2011) proposed that educational leadership is closely related to educational management and leadership. It involves developing and supporting influential leaders to drive the development and progress of schools and educational institutions.

Hargreaves, A., & Fullan, M. (2015) proposed that educational resource management as the effective management of educational resources (including human, material, and financial resources). It ensures that resources are adequately allocated and utilized to support educational goals.

Niu Yuping & Liu Yu (2012, p.549-552) proposed that middle-level leading cadres in higher education institutions are the core of promoting the development of higher education, educational reform, social services, scientific research and talent training, and serve as an important force in advancing the university's institutional development. Therefore, greater attention should be given to strengthening the capacity and effectiveness of middle-level administrators, while encouraging their active engagement in advancing institutional reform and development.

Deng Huan (2013, p.10) proposed that educational administration is both the state's macro management of education and the micro management of schools. Educational management serves the realization of schools' educational goals, planning, organizing, coordinating, supervising, and evaluating educational activities. It is generally understood that educational administration refers to the standardized organizational forms and processes adopted by various educational institutions to achieve specific educational goals, guided by specific educational philosophies and policies.

Xu Jinhai & Zhang Xinping (2013, p.20-25) analyzed the basic characteristics of educational management from four perspectives: management activities, the nature of the profession, the educational system, and policies and regulations. They concluded that the content of educational management varies from one perspective to another. For example, from the perspective of policies and regulations, educational management is the leadership and management activities of managers under the influence of national education policies and regulations.

Ma Sixi (2013, p.301) argued that university mid-level leaders are essential to institutional functioning, as they contribute to the development and implementation of university strategies while also supporting organizational stability. As a key component of the university's leadership structure, they perform multiple functions,

including strategic participation, organizational communication, departmental management, organizational stabilization, and leadership succession.

Sahlberg, P. (2015) proposed that that education quality assurance is the work carried out by education administration departments to provide high-quality education. It includes the formulation and implementation of quality standards, the evaluation of teaching quality, and the continuous improvement of education quality.

Luo Jun (2018, p.64-66) proposed that university administrators play a vital role in advancing talent development, scientific research, social service, and the preservation and innovation of culture. As the direct executors of university reform and development, mid-level university leaders need to stand at a new historical height and comprehensively strengthen their political capacity.

Di Weifen (2022) proposed that educational management refers to the managers, under the guidance of certain educational ideas, educational policies and educational management concepts, rationally allocating human, material and financial resources in the educational environment to achieve the school's educational goals, and planning, organizing, coordinating, supervising and evaluating various educational activities of the school to achieve the coordinated operation of the entire educational activities.

Yang Jing (2022) proposed that educational management is to achieve educational management goals and educational management strategies, and fully mobilize educational resources, including major management tasks such as school system, teaching plan, teacher team training, teaching quality evaluation, and logistics support.

In summary, educational management can be understood as the systematic process by which educational institutions plan, organize, coordinate, and evaluate resources and activities to achieve established educational goals. It encompasses both the macro level responsibilities of governments in formulating policies and allocating resources, and the micro level responsibilities of schools and universities in guiding teaching, learning, research, and talent development. The core of educational

management lies in leadership, which inspires collaboration, builds a shared vision, drives institutional improvement, and ensures the stability, efficiency, and sustainability of educational operations. It emphasizes not only the technical and structural management of resources but also the development of professional teams and the enhancement of organizational culture, thereby promoting innovation, reform, and long term development in education.

The theory of educational administration

1. Administrative Management and Educational Governance Theory

The theoretical roots of educational administration lie in classical administration, which primarily emphasizes the state's systematic organization, regulation, and oversight of educational institutions to ensure a stable, equitable, and efficient education system. According to Hoy & Miskel (2007), educational administration can be conceptualized as a specific form of public administration in which government agencies not only safeguard citizens' right to education but also coordinate the development of educational institutions through policy development, strategic planning, and regulatory oversight. This perspective emphasizes a hierarchical and structured approach, in which clear lines of authority, formal rules, and accountability mechanisms are central to effective management.

Over time, educational governance research has expanded upon the traditional administrative perspective to incorporate a more dynamic, multi stakeholder approach. Educational governance is no longer the exclusive domain of the state; rather, it encompasses interactions between government agencies, institutional leaders, educators, students, and even private and civil society actors. This shift reflects the global emphasis on "good governance" and the pursuit of "quality education," concepts that emphasize transparency, participation, accountability, and responsiveness in educational decision making (Welch, A. R., & Wong, X, 2020). For example, research on digital governance reveals how technology can enhance institutional adaptability, facilitate real time communication, and strengthen oversight and accountability mechanisms, thereby enabling more responsive and effective educational management.

In the university context, administrative management and governance theory provide a framework for understanding structural responsibilities, power distribution, and accountability. For educational administrators, this theoretical perspective clarifies how leadership functions across multiple governance levels, emphasizing the importance of coordinated communication, stakeholder engagement, and policy based decision making. By integrating administrative management principles with modern governance approaches, university leaders can balance hierarchical power with collaborative participation, ensuring fairness and transparency while achieving institutional goals.

In summary, administrative management and educational governance theory together provide an understanding of the structural and functional nature of educational leadership. While administrative management emphasizes formal authority, hierarchical control, and regulatory oversight, governance theory expands this perspective by incorporating stakeholder engagement, accountability, and adaptability. Together, these frameworks form a comprehensive perspective that educational administrators can use to effectively lead, optimize institutional performance, and navigate the complex interplay between national policies, institutional needs, and societal expectations.

2. Organizational Communication Theory

Organizational communication theory conceptualizes organizations as complex, dynamic systems in which meaning is continually co-constructed through ongoing interactions among members. This perspective transcends the concept of communication as simply the transfer of information, emphasizing the interpretive, relational, and context dependent nature of organizational life. Weick (1995) emphasizes that the process of sensemaking is central to organizational functioning, in which leaders and members collaboratively interpret ambiguous or novel situations to achieve coordinated action and adaptive responses. Sensemaking not only helps reduce uncertainty but also fosters collective understanding, goal alignment, and the formation of a shared organizational identity.

Building on this foundation, Kreps (1990) proposed that effective communication practices including timely feedback, information clarification, information sharing, and open dialogue directly impact organizational effectiveness, decision making quality, and employee engagement. Such practices are particularly crucial in educational institutions, as universities are multi layered systems integrating academic, administrative, and support functions, requiring ongoing coordination and collaboration. Therefore, this theory positions communication leadership as a process oriented approach in which leaders actively foster mutual understanding, relational trust, and participative problem solving, rather than merely issuing directives or instructions.

For universities, organizational communication theory offers practical guidance for managers. It emphasizes the strategic use of communication channels, feedback mechanisms, and dialogue platforms to foster coordination among academic departments, administrative units, and external stakeholders. By fostering transparent, two-way communication and promoting collective sensemaking, university leaders can strengthen coordination among complex subsystems, improve policy implementation, and reinforce the relational foundations necessary for organizational resilience and innovation.

In summary, organizational communication theory provides a powerful framework for understanding how effective leadership emerges through interaction, dialogue, and shared sensemaking. By emphasizing the central role of sensemaking, feedback, and information exchange, the theory suggests that leadership is inherently communicative. In the context of higher education, this perspective emphasizes the crucial role of managers in orchestrating communication processes, building trust, and fostering a collaborative culture to enhance institutional performance, adaptability, and long term sustainability.

3. Communication Leadership Theory

Communication leadership conceptualizes leadership not as a function of formal authority or hierarchical position, but as a process primarily achieved through deliberate, strategic communication. Johansson, Miller, and Hamrin (2014, p.23-28)

define communicative leaders as those who provide direction, alignment, and commitment by engaging in dialogue, framing organizational issues, and actively listening to stakeholders. This approach emphasizes the interactive and relational dimensions of leadership, emphasizing that influence is co-constructed through ongoing communication rather than unilaterally imposed.

Empirical research further supports the effectiveness of this leadership style. Hamrin, Johansson, & Jahn (2016, p.213–229) note that communication leadership improves organizational outcomes by fostering colleague autonomy, strengthening mutual trust, and fostering consensus. Leaders who employ communicative practices create an environment where employees feel empowered to contribute ideas, negotiate meaning, and actively participate in decision making. This relational orientation not only enhances engagement and motivation but also strengthens a culture of transparency and accountability.

In universities, communication leadership is embodied in structured and participative practices, including town hall meetings, consultative decision making processes, collaborative planning sessions, and the transparent dissemination of policy changes. For administrators in Guangxi universities, this theory emphasizes the importance of responsiveness, openness, and the co-creation of meaning with faculty, staff, and other stakeholders. Therefore, leadership effectiveness is measured not only by task accomplishment or policy implementation, but also by the quality of interpersonal interactions, the degree of consensus achieved, and the level of organizational trust fostered.

In summary, communication leadership provides a conceptual and practical framework that positions communication as a core mechanism for leadership to exert influence. By emphasizing dialogue, listening, framing, and participative decision making, the theory suggests that effective leadership stems from the co-construction of meaning, trust, and commitment among organizational members. In the university context, communication leadership emphasizes that administrators' success depends on their ability to foster collaborative relationships, promote transparency, and coordinate diverse stakeholders toward shared institutional goals.

4. Transformational Leadership Theory

Transformational leadership theory offers a conceptual basis for explaining how leaders encourage and inspire followers to move beyond conventional expectations, achieve higher levels of performance, and promote organizational change. According to Bass (1985), transformational leaders influence followers through four interrelated dimensions: idealized influence, whereby leaders serve as moral role model, earning admiration and trust; inspirational motivation, whereby leaders articulate a compelling vision to foster collective commitment; intellectual stimulation, whereby leaders encourage creativity, critical thinking, and questioning of assumptions; and personalized attention, whereby leaders focus on individual needs and provide tailored guidance, coaching, and recognition to each follower.

Bass & Avolio (1994) proposed that transformational leadership fosters organizational innovation, strengthens follower loyalty, and promotes adaptive change by aligning individual goals with broader organizational objectives. This leadership style is particularly important in complex, knowledge intensive environments, such as universities, where academic staff require motivation and intellectual engagement to effectively participate in institutional development. Hallinger (2010) emphasizes that transformational leadership in higher education is associated with increased faculty engagement, increased participation in institutional initiatives, and the promotion of meaningful organizational change.

For university administrators, transformational leadership theory offers important insights for cultivating communication leadership. By integrating vision driven communication, inspiring framing, and personalized recognition practices, administrators can mobilize the academic community, promote collaborative problem solving, and encourage innovation in teaching, research, and administrative processes. In this context, transformational leaders are not only decision makers but also role model, actively shaping institutional culture through their own behavior, communication, and interactions with faculty and staff.

In summary, transformational leadership theory enriches the understanding of leadership by emphasizing the motivational and developmental dimensions of

influence. It emphasizes the importance of vision, inspiration, intellectual stimulation, and personalized attention in fostering follower commitment and organizational change. In the context of higher education, this theory provides guidance for the development of communication leadership by emphasizing how leaders mobilize, engage, and inspire the academic community through purposeful communication and recognition strategies, thereby aligning individual and institutional goals with shared success.

5. Education Quality Management Theory

At the operational level, communication leadership plays a key role in continuously improving educational quality by ensuring the effective flow of information, expectations, and feedback throughout the organization. Brennan and Shah (2000) introduced the principles of Total Quality Management (TQM) to higher education, emphasizing that decisions, judgments, and quality related actions cannot exist in isolation but must be transparently communicated across all levels of the institution. This perspective emphasizes the interdependence between leadership communication and organizational performance and emphasizes that quality improvement requires the coordinated understanding and shared commitment of all stakeholders.

In the context of Chinese universities, Sun Hua (2021, p.59-60) applies TQM through the “Three Alls” principle (all staff, all processes, and all aspects). Through empirical research, he demonstrates that the communication skills of individual faculty members significantly impact overall teaching quality. This approach reflects a systematic understanding of educational operations, namely that the effectiveness of teaching and management processes depends on the clarity, consistency, and responsiveness of communication. Similarly, Liu Zhize (2022, p.20) interprets the ISO 9000 quality management system as a framework requiring managers to continuously observe, monitor, and control educational processes through structured communication channels to ensure that outcomes meet the expectations of stakeholders, including students, government agencies, and industry partners.

By integrating these quality management perspectives, communication leadership becomes a core mechanism for institutional accountability and performance optimization. Leaders skilled in communication practices ensure that quality standards are clearly understood, systematically implemented, and continuously evaluated. The feedback loops they create not only identify deficiencies but also promote collaborative problem solving, enabling flexible responses to internal challenges and external policy or market demands. For university administrators, this operational perspective emphasizes the dual function of communication leadership: improving the efficiency and effectiveness of internal processes while ensuring alignment with regulatory requirements and stakeholder expectations.

In summary, at the operational level, communication leadership serves as both a coordination mechanism and a quality assurance mechanism. By facilitating the flow of information, fostering consensus, and embedding feedback loops within educational processes, leaders can ensure that teaching and management practices meet established standards and stakeholder expectations. This perspective, which integrates total quality management (TQM) principles and ISO 9000 quality management concepts, emphasizes that effective leadership is inseparable from effective communication, suggesting that the quality of educational outcomes depends critically on the leader's ability to coordinate information, monitor processes, and engage all organizational members in continuous improvement.

Concepts and theory of leadership

Definition of leadership

Burns (1978), regarded as a foundational scholar in modern leadership theory, conceptualized leadership as a process in which leaders guide followers toward goals that reflect the values, motivations, needs, aspirations, and expectations shared by both parties. From this perspective, leadership is fundamentally concerned with how leaders understand and respond to their own values and motivations as well as those of their followers.

Burns (1978) proposed that “leadership is one of the most observed and least understood phenomena on earth.”

Bass (1981) proposed that leadership research is an ancient art.

Barge & Hirokawa (1989, p.172) proposed that leadership is manifested in the process of communication: “Leadership is produced in the process of interaction and communication.”

Donmoyer (1985) proposed that recent school research consistently finds that principal leadership is an important factor in school success. However, these studies provide limited insights into how principals contribute to school achievement.

Dasborough & Ashkanasy (2002) proposed that leadership is a social interaction process in which leaders try to influence the behavior of their followers or team members.

Wang Xiuhe (2002, p.40-43) proposed that leadership is the sum of the leaders (leadership group) using leadership power influence and non-power influence to implement scientific leadership, and in the practice of legal leadership, they work together with leaders to act on the objective environment and generate corresponding material and spiritual forces.

Riggio, Ciulla, & Sorenson (2003, p.223-236) noted that early leadership research was largely developed in the United States, with considerable attention given to business culture and managerial practices.

Liang Zhongming (2007) viewed leadership as an integrated set of leader behaviors, including vision and planning, communication and coordination, as well as sincerity and balance. From this perspective, leadership represents a process in which leaders draw on their personal characteristics to guide followers toward voluntarily supporting or following established organizational goals.

Yang Yugang (2011, p.82-84) proposed that leadership as an art of vision and planning, communication and coordination, sincerity and balance.

Li Yongrui (2011) proposed that leadership as the influence that an individual or organization exerts on the decisions and behaviors of other individuals or groups

in order to gain comparative competitive advantage and successfully transform it into core competitiveness.

Gamble & Gamble (2013) proposed that leadership as an interactive process through which individuals use symbolic communication to influence others, foster collaboration, facilitate change, and pursue shared goals.

Ruben & Gigliotti (2016, p.467-479) argued that communication and leadership are closely connected, with communication serving as a means through which leaders pursue diverse organizational objectives.

Cavallucci, O. (2017, p.119-135) proposed that leadership, in itself, is the ability to communicate with and influence a group, enabling them to be guided and directed, ultimately achieving a goal. Leadership also encompasses the ability to influence a group to take the necessary actions to achieve a goal. Therefore, leaders are able to inspire others, lead the future, inspire personal dedication, inspire loyalty from followers, and possess organizational skills.

Jackson & Hackman (2018, p.2) proposed that “leadership is essential to human survival.”

In summary, a leader is an individual who, through personal vision, ability, and influence, guides others toward shared goals. Leadership, on the other hand, is the dynamic process of putting this guidance into practice, encompassing the development of a vision, the articulation of direction, and the mobilization of collective strength. While a leader embodies the roles and traits that guide others, leadership encompasses the broader behaviors, interactions, and processes that foster organizational and group achievement. Therefore, while leaders emphasize individuals, leadership emphasizes practice; the two are interdependent in shaping effective organizational outcomes.

Importance of leadership

Gooding, Kinicki, Ashkanasy, & Gallois (1995, p.1-22) proposed that leaders’ interpretations of the factors that influence employee performance influence the leaders’ judgments of their employees.

Gao Yunqing (1998, p.32-33) proposed that effective leadership is one of the determinants of collective achievement and success. Behavioral leadership theory focuses on the impact of leadership work styles and behaviors on leadership effectiveness. Key research findings include Liu Wen's theory of three leadership styles, Likert's theory of four management styles, the leadership quartile theory, the management grid theory, and the leadership continuum theory.

Richard Elmore (2000) provided a distinctive view of educational leadership by emphasizing the importance of instructional leadership. He argued that effective leaders should understand sound practices in curriculum, teaching, and assessment while working collaboratively with teachers to address routine challenges arising in these areas.

Yukl Gary, Gordon Angela, & Taber Tom (2002, p.15-32) reviewed a range of leadership theories and concluded that transformational leadership was particularly valuable as a leadership approach.

Mandell & Pherwani (2003, p.387-404) proposed that leadership skills and styles are significantly correlated with emotional intelligence.

Daft, R. L. (1999) proposed that leadership is an influential relationship between leaders and followers when they attempt to make real change and expect results that reflect shared goals.

Grint (2011, p.3-14) noted that the systematic study of contemporary leadership emerged as a distinct field during the early twentieth century.

Nazem & Gheytsi (2014, p.3399-3402) proposed that a significant positive correlation between leadership and emotional intelligence, indicating that emotional intelligence can be improved by enhancing one's transformational and transactional leadership styles.

In summary, the importance of leaders and leadership lies in their ability to shape organizational direction, inspire motivation, and ensure the effective mobilization of resources to achieve shared goals. Leaders provide vision, inspiration, and personal influence, while leadership establishes processes for collaboration, decision making, and problem solving. Together, these two not only enhance an

organization's performance and adaptability in complex environments but also foster innovation, trust, and sustainable development.

Characteristic of leadership

Lewin K., Lippitt R., & White R K. (1939, p.269-299) proposed that three leadership style theories: authoritarian, democratic, and laissez faire.

Likert (1967) proposed that leadership styles be categorized into exploitative authoritarian leadership, benevolent authoritarian leadership, consultative democratic leadership, and participative democratic leadership.

Fielder F E. (1967) proposed that a certain leadership style is not suitable for any environment, but should depend on whether the leadership behavior is adapted to the situation; for a leadership style to be effective, it can start from changing the situation, such as improving subordinate relationships, making work more routine, or increasing the leader's power to reward and punish.

Deming (1986) proposed that leaders must "steer" the organization toward continuous improvement and maintain its vitality by keeping its goals top of mind for its employees and by judging its effectiveness against those goals.

Waldman (1993, p.65-79) proposed that Deming's 14 points can be summarized into five basic factors that more specifically define the behaviors of effective leaders: motivation for change, teamwork, continuous improvement, building trust, and eliminating short term goals.

Tong Zhongxian (2002, p.95-97) conceptualized leadership as a set of forces that shape the allocation of leadership resources within the leadership domain. These forces arise from the nature, style, and structural characteristics of leadership and are manifested through leadership mechanisms, functions, and principles. The concept encompasses five major dimensions: leadership attention, motivation, decision making, control, and friction. These dimensions are interconnected and mutually influential, collectively shaping how leadership functions and operates.

Miao, J., & Huo, G (2006, p.20-23) conceptualized leadership as a leader's capacity to attract and influence followers toward the achievement of goals within a particular context. Their study further introduced a five-force model of leadership,

highlighting the appeal of senior-level leaders, the foresight and influence of middle-level leaders, and the decisiveness and control demonstrated by executive-level leaders.

Fleenor (2006, p.651-665) explained that trait leadership theory is grounded in the assumption that certain individuals possess distinctive characteristics associated with effective leadership.

Wang Fang (2009, p.29-31) proposed that leadership is composed of a variety of leadership traits, including personality, intellectual factors, motivation and values, as well as tacit knowledge related to specific leadership situations, interpersonal skills and problem solving abilities.

Grill, Ahlborg, and Lindgren (2011, p.34-54) examined limitations in leaders' conversations within organizational contexts and suggested that the way leaders communicate is an important determinant of leadership effectiveness.

Grint (2011, p.3-14) proposed that leadership is a set of traits possessed by an individual, which is often referred to as the "great man" leadership theory, which was first proposed by historian Thomas Carlyle in the 19th century.

Fairhurst & Connaughton (2014, p.7) proposed that a "communication centered view of leadership."

Fairhurst & Connaughton (2014, p.401-423) observed that the meaning of "leadership" has become increasingly fluid within post-positivist perspectives. From more contemporary views of leadership, communication is understood not merely as an influencing variable but as a fundamental element that constitutes and defines leadership itself.

Cote (2017, p.28-35) proposed that leadership encompasses the following perspectives: "(1) Leadership is a transactional process that occurs between leaders and followers; (2) Leadership occurs in group settings; (3) Leadership involves influencing followers; and (4) Leadership involves goal achievement."

In summary, the characteristics of leaders and leadership are reflected in a combination of personal qualities and interpersonal processes. The characteristics of a leader are reflected in vision, integrity, decisiveness, and the ability to inspire and

influence others. Leadership, on the other hand, is reflected in behaviors and practices that promote collaboration, foster effective communication, encourage innovation, and align individual efforts with collective goals. Together, these characteristics emphasize that leaders not only possess the ability to guide and inspire others, but also the systematic processes that maintain organizational development, adaptability, and long term success.

Concepts of communication leadership

Definition of communication leadership

Barge & Hirokawa (1989, p.167-189) argued that leadership develops through interpersonal interaction and communication, emphasizing that communication is fundamentally embedded in the exercise of leadership.

Högström et al. (1999) examined the emergence of communication leadership within Swedish business organizations during the 1990s.

Simonsson (2002) described “dialogue” in the Swedish context as an open and supportive process through which individuals express their views and acknowledge differences.

Baldoni (2004, p.20-24) proposed that charismatic leaders communicate with openness, integrity, and honesty.

Barrett (2006, p.385-390) defines leadership communication as: “the controlled, purposeful transfer of meaning by leaders to influence individuals, groups, organizations, or communities.”

Fairhurst (2008, p.510-521) introduced discursive leadership as an analytical perspective for understanding leadership, highlighting its social and communicative dimensions while complementing leadership psychology research that emphasizes leaders’ behaviors.

Linell (2009) proposed that the concept of dialogue encompasses interactive encounters, ideal forms of cooperation and symmetry, as well as interactive sensemaking, all of which have significant implications for the participants involved.

Kramer & Crespy (2011, p.1024-1037) proposed that communication in the leadership process is a cyclical, dynamic interaction in which leaders and employees actively participate.

Ganesh & Zoller (2012, p.66-91) argued that dialogue extends beyond collaboration, serving both cooperative and competitive purposes in interpersonal interactions.

Fairhurst & Uhl-Bien (2012, p.1043-1062) proposed that the discursive perspective and related forms of organizational discourse analysis provide methods for studying leadership as a relational, interactional, and situated process.

Johansson, Miller, & Hamrin (2014, p.155) proposed that eight principles of communication leadership based on previous research findings, namely: 1) guide and support employees in self management; 2) provide a structure that is conducive to work; 3) set clear expectations; 4) be approachable, respect employees, and show concern for employees; 5) actively participate in problem solving, follow up on feedback, and advocate for departmental interests; 6) communicate direction and assist others in achieving goals; 7) actively participate in structuring information and events; and 8) facilitate and support meaning making. Based on these findings, they define communicative leaders as “people who engage in dialogue with employees, actively share and seek feedback, are participative in decision making, and are seen as open and engaged.”

Hamrin, S., Johansson, C., & Jahn, J. L. (2016, p.213-229) conceptualized communication leadership as a relational and discursive process through which leaders and colleagues jointly construct leadership through everyday interactions. This process involves three closely connected dimensions: promoting autonomy, sharing responsibility, and fostering shared participation, which collectively support the distribution of autonomy between leaders and colleagues. These processes are influenced by the broader social and cultural context (e.g., Swedish values of democracy and participation) and emphasize the agency of colleagues, moving beyond a leader centric perspective to acknowledge the active role of all organizational members in the exercise of leadership.

Liu E. H., Chambers C. R., & Moore C. (2023) summarized research on leader communication over the past fifty years, highlighting the central role of communication in leadership and noting that research on leader communication has primarily focused on content/style, antecedents, outcomes, and inferences about leader traits.

In summary, can be understood as a leadership approach in which communication serves as the primary means of influencing, guiding, and engaging others. It emphasizes creating and sharing meaning through dialogue, openness, listening, and feedback, rather than relying solely on authority or control. By building a vision, fostering trust, encouraging participation, and promoting two-way interaction, communication leadership enables leaders to inspire collaboration, strengthen relationships, and align individuals with organizational goals, making communication the process and essence of effective leadership.

Importance of communication leadership

Mnookin, Peppet, & Tulumello (2000) proposed that communication is the most problematic axis in interpersonal relationships; if communication is blocked, interrupted, or based on wrong premises, any negotiation process will be misguided and fail to achieve the desired results, not to mention different psychological backgrounds and cultural barriers, which will make the situation very complicated.

Axelrod (2002) proposed that leadership depends on communication and effective leadership depends on effective communication.

Baldoni (2004, p.20-24) proposed that effective leadership communication can achieve four goals: inform employees about organizational issues that require their attention and how these issues relate to them; encourage others to participate, helping employees better align with the company's values and mission; inspire employee enthusiasm through strong convictions; encourage employees to contribute and empower them with sufficient autonomy to avoid consequences or penalties, thus avoiding micromanagement.

Berson & Avolio (2004, p.625-646) proposed that face-to-face communication is very important for employees to understand strategic goals, which is related to the leader's openness, listening ability and careful expression of strategic information.

Nordblom & Hamrefors (2007) proposed that the Volvo Group has been assessing leaders' communication practices through the Communication Leadership Index since 2002 to evaluate leaders' communication practices, reflecting the recognized contribution of communication leadership to organizational performance, particularly employee well-being and engagement.

Zerfass & Huck (2007, p.107-122) proposed that communication is the core of the interaction between leaders and followers.

Smith & Plowman (2010, p.220-244) proposed that communication is important for organizing, change management, and organizational performance.

Morgeson et al. (2010, p.5-39) suggested that communication leadership can enhance unit-level performance by strengthening cohesion, confidence, and the effectiveness of group processes.

Derue et al. (2011, p.7-52) indicated that at the manager employee level, effective leadership communication was associated with greater role clarity, stronger organizational commitment, and more active engagement in work-related tasks among employees.

Hall (2011, p.612-643) proposed that when Jamaican leaders reframe discourse into their own practices, their awareness of context and how it is incorporated into discourse is crucial for control and agency power.

Fairhurst & Uhl-Bien (2012, p.1043-1062) proposed that communication leadership philosophy fosters relationships among leadership team members and enhances the agency of colleagues.

Johansson, Miller, & Hamrin (2014, p.157) proposed that communication behavior and communication leadership principles can help human resources and communication professionals assess and develop leaders' communication capabilities.

In summary, the importance of communication leadership lies in its ability to serve as the foundation for building trust, fostering collaboration, and driving organizational success. In modern organizations, where complexity, rapid change, and diverse perspectives often create uncertainty, communication leadership ensures that leaders effectively articulate vision, clarify objectives, and provide direction in a way that inspires confidence and commitment. Furthermore, communication leadership plays a vital role in conflict management and problem solving because it encourages dialogue, mutual understanding, and the co-creation of solutions. By promoting participative decision making and encouraging feedback, leaders empower individuals, enhance engagement, and build a culture of trust and inclusion. Communication leadership is more than just a management skill; it is a strategic capability that connects people, processes, and performance, making it an indispensable element of effective leadership in education, business, and public governance.

Characteristic of communication leadership

The communication leadership of school administrators was a variable in this study. It is the core element of university organizational management and the key link in achieving transformational leadership. This study mainly determines the characteristics of communication leadership from the perspectives of organizational communication theory and transformational leadership.

Bass (1985) proposed that four factors characterize the behavior of transformational leaders: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence.

Avolio BJ, Waldman DA, Yammarino FJ (1991, p.9-16) identified four key behavioral dimensions of authentic transformational leadership, commonly referred to as the “Four I’s”: idealized influence, demonstrated through exemplary role modeling; inspirational motivation, reflected in the creation of a compelling vision for the future; intellectual stimulation, involving the encouragement of critical or innovative problem-solving; and individualized consideration, expressed through coaching and mentoring.

Carless, S. A. (1998, p.353-358) proposed that a seven-dimensional model of transformational leadership, which conceptualizes transformational leadership in terms of supporting employees, establishing leadership influence, demonstrating and empowering, encouraging, and building vision and innovation.

Clutterbuck, D., & Hirst, S. (2002. p.351-354) proposed that to be truly effective, both leaders and managers must develop their self-awareness, become role model for communication in the organisation, and learn to encourage and manage constructive dissent.

Gill (2003, p.307-318) proposed that effective leadership in the context of organizational change should be a comprehensive model, including six elements: vision, expectations, strategy, empowerment, motivation, and inspiration.

Hackman & Johnson (2013) proposed that transformational leaders are characterized by interactive, visionary, passionate, caring, and empowering communication behaviors.

Rafferty, A. E., & Griffin, M. A. (2004, p.329-354) identified five more specific dimensions of transformational leadership: vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition.

Li Chaoping & Shi Kan (2005, p.803-811) proposed that the four dimensions of transformational leadership in the Chinese cultural context, namely, moral example, vision motivation, leadership charisma, and personalized care.

Linell, P. (2009) suggested that dialogue can be understood through several interconnected perspectives, including interactive encounters, idealized cooperation and symmetry, and interactive sensemaking, each of which carries implications for the participants involved.

Carter, Armenakis, Feild, & Mossholder, (2013. p.942-958) explained that transformational leadership facilitates the implementation of organizational change by articulating a compelling vision, creating opportunities for empowerment, encouraging employees to transcend self-interests, and strengthening their confidence in adapting to new circumstances.

Kouzes & Posner (2013) proposed that leadership is a distinct form of interpersonal influence, defined by the relationship between leaders and their followers. They further outlined five key behaviors of effective leaders: leading by example, inspiring a shared vision, challenging the status quo, enabling others to take action, and fostering encouragement and support.

Men, L. R. (2014, p.264–284) proposed that transformational leadership strongly emphasizes listening, openness, feedback, participation, and relationship, which are key attributes of symmetrical communication.

Hamrin, S., Johansson, C., & Jahn, J. L. (2016. p.213-229) proposed that attention to processes of communication leadership (facilitating autonomy, sharing responsibility, and mutual participation).

Kouzes, J., & Posner, B. (2017) proposed that five practices of effective leadership including modeling the way, inspiring a shared vision, innovative approaches to improving organizations, enabling others to act, and empathy.

Yue, C. A., Men, L. R., & Ferguson, M. A. (2019) emphasized that effective change communication requires managers to create opportunities for employee feedback and participation, listen attentively to employees' views and concerns, and respond to their information needs.

Phaenpha, C., & Piatanom, P.(2024, p.46-51) proposed that the characteristics of creative communication skills are determined from four dimensions. when constructing the conceptual framework of creative communication, they distilled its core content into four dimensions: 1) Fostering Positive Relationships, 2) Active Listening, 3) Reflective Thinking, and 4) Encouragement.

Table 2.1 The results of the synthesis of communication leadership characteristics

Characteristics of Communication Leadership/ Author	Phaenpha, & Piatanom (2024)	Carless. (1998)	Rafferty, & Griffin (2004)	Gill (2003)	Kouzes & Posner (2013)	Hackman, & Johnson (2013)	Men, L. R. (2014)	Bass (1985)	Kouzes, & Posner (2017)	Linell (2009)	Hamrin,Johansson, & Jahn (2016)	Clutterbu, Hirst (2002)	Avolio,Waldman, & Yammarino (1991)	Carter,Armenakis,et al. (2013)	Li Chaoping & Shi Kan (2005)	Yue,Men, & Ferguson (2019)	Total
inspirational	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓		12
motivation																	
Vision		✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		11
Communication																	
individual		✓	✓		✓	✓		✓	✓					✓	✓	✓	10
consideration																	
Listening and	✓		✓			✓	✓			✓		✓				✓	7
Feedback																	
participative				✓		✓	✓		✓		✓		✓	✓		✓	7
decision making																	
moral example		✓			✓				✓			✓	✓		✓		6
intellectual			✓		✓			✓									4
stimulation																	
Positive	✓						✓										2
Relationships																	
innovation		✓							✓								2
Reflective	✓																1
Thinking																	

According to table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to communication leadership of university administrators, which consisted of Phaenpha,& Piatanom(2024), Carless, S. A. (1998),

Rafferty, & Griffin (2004), Gill (2003), Kouzes and Posner (2013), Hackman & Johnson (2004), Men, L. R. (2014), Bass (1985), Kouzes, Posner (2017), Linell (2009), Hamrin, Johansson, & Jahn (2016), Clutterbu, & Hirst (2002), Avolio, Waldman, & Yammarino (1991), Carter, Armenakis, Feild, & Mossholder (2013), Li Chaoping & Shi Kan (2005), Yue, Men, & Ferguson (2019). The researcher used the criteria to consider the corresponding characteristics. To use as a framework for research in this study. By selecting characteristics with a frequency of 7 or more. Which can be synthesized in 5 characteristics as follows: 1) inspirational motivation, 2) vision Communication, 3) individual consideration, and 4) listening and feedback, 5) participative decision making.

Let's look at the concept and specific content of these 5 elements in detail.

Inspirational motivation

Yukl G. (1989, p.251-289) proposed that transformational leadership is the process of building commitment to organizational goals and empowering followers to achieve those goals. Transformational leaders develop their followers' skills, build their confidence to take on more responsibilities, and provide support and encouragement when they face obstacles, difficulties, and fatigue.

Avolio & Bass (1995, p.199-218) proposed that inspirational leaders encourage employees to step out of their comfort zones and not only perform their job duties but also take additional approaches to provide more value to their work.

Yu, W., & Chen, M (2006) proposed that the ability to successfully lead change refers to the ability of entrepreneurs to accumulate resources to transcend the current situation, which is further transformed into the ability to solve future problems. This ability to solve future problems is closely related to the entrepreneur's insight and execution ability.

Smith (2011, p.44-50) proposed that leaders who use inspirational motivation strive to expand their own knowledge and encourage followers to continuously pursue learning and personal and professional development.

Luo Li & Hong Xiumin (2012, p.25-28) examined the current state of principal leadership and argued that it primarily involves the principal's capacity to guide and

motivate teachers and children toward the development and realization of a shared vision, which is central to kindergarten management and development.

Ren, Y., & Jie, X (2013, p.178-179) proposed that entrepreneurs' visionary leadership can ensure that companies seize opportunities and stay on the right path.

Gomes (2014, p.53-114) emphasized that leaders can motivate and inspire employees by providing their work with a sense of meaning and constructive challenge. By communicating an optimistic vision of the future and expressing high expectations, leaders can cultivate team spirit, enthusiasm, and optimism among followers and encourage them to strive toward shared goals.

Hughes (2014) proposed that inspirational motivation as the second component of transformational leadership. It requires individuals to be optimistic about the future and effectively articulate a compelling vision for the future. They not only discuss goals to be accomplished but also express confidence in their ability to achieve them. Leaders who employ inspirational motivation create an inspiring picture that demonstrates what needs to be seriously considered. This motivational behavior fosters teamwork and ignites enthusiasm, especially in the face of challenging challenges. This aspect of transformational leadership is particularly crucial in the social sector, where the rigorous demands of nonprofit organizations make optimism and motivation crucial at all levels.

Ngaihe, L. N., K'Aol, G. O., Lewa, P., & Ndwiga, M (2016) proposed that inspirational managers are able to align personal goals with organizational goals, making achieving organizational goals an attractive approach to personal goals.

Xiang, H., & Liu, H. (2019, p.24-28) proposed that that transformational leadership theory emphasizes stimulating the wisdom of leaders in their subordinates and catalyzing the psychological needs of senior management, while motivation mainly refers to inspiring vision, motivating everyone to work together, drawing a beautiful blueprint in the development process, establishing common values and action goals, building a bridge between the present and the ideal future, putting forward insights, stimulating the self realization needs of faculty and staff, and

motivating all personnel to actively participate in and organize school affairs, thereby improving teachers' ability to deal with problems.

Northouse (2021) proposed that inspirational motivation involves raising awareness among employees and motivating them to demonstrate commitment to the organization's vision and mission within their teams.

In summary, inspirational motivation refers to a communication leadership capability through which leaders influence employees by communicating an appealing and hopeful future that fosters optimism, enthusiasm, commitment, and a shared sense of purpose toward achieving organizational goals. It is achieved through clearly articulating an inspiring vision, linking organizational objectives to employees' sense of purpose at work, and encouraging them to go beyond routine responsibilities. Leaders exhibiting this quality communicate high standards of performance and express confidence in their team's ability to meet challenges. They foster collective enthusiasm and resilience during difficulties, creating a shared sense of purpose that connects daily tasks with long-term aspirations.

Vision Communication

Bass (1985) described transformational leadership as a process through which leaders inspire followers to embrace shared organizational goals and vision, encourage innovative approaches to problem solving, and strengthen followers' leadership capabilities through coaching, mentoring, and appropriate support and challenge.

J. A. Conger & R. N. Kanungo (1988) proposed that visionary communication is a core behavioral attribute of charismatic leadership the leader articulates an expressive strategic vision and describes it vividly so that followers can adopt it.

Heifetz (1994) proposed that leadership requires mobilizing people by giving them meaning about the future; clearly and repeatedly communicating a shared future can reduce anxiety and foster collective action.

Collins & Porras (1996, p.65-77) proposed that that an ambitious "envisioned future" (e.g., a BHAG big, hard, audacious goal) works through communication: it

provides a long term goal that leaders can use to coordinate activities and motivate employees.

James C. Collins & Jerry I. Porras (1996, p.65-77) proposed that a well developed organizational vision consists of two elements the core philosophy (why we exist) and the envisioned future (the desired long term goal) the clear expression of which makes the vision a binding communication force in the organization.

Riggio, Riggio, Salinas, & Cole (2003, p.83-103) proposed that social and communication skills (verbal expression, interpersonal sensitivity, emotional communication) were strongly associated with leader emergence and effectiveness that is, the ability to communicate a convincing future was a measurable interpersonal skill.

John P. Kotter (2007, p.20-29) proposed that effective change leadership must “create a vision to guide the change effort” and then use every possible medium to “communicate that vision” so that people can see and feel the future the leader describes.

Riggio & Reichard (2008, p.169-185) proposed that emotional intelligence and social intelligence skills (communication empathy, emotional expression) enable leaders to communicate their vision in a way that resonates on an emotional level, thereby increasing follower commitment.

Edgar H. Schein (2010) proposed that the “powerful vision model” in which a leader’s clear vision and values are consistently communicated and rewarded, thus becoming embedded in the organizational culture.

Hamrin, Johansson, & Jahn (2016, p.213-229) proposed that communication leadership and concluded that leadership is manifested in interaction: leaders’ vision speeches and dialogic communication foster colleagues’ agency and a shared understanding of organizational goals.

Kouzes & Posner (2017) suggest that leaders make visions shared by portraying the big picture, appealing to shared values, and linking individual interests to collective aspirations.

James M. Kouzes & Barry Z. Posner (2017) identified “inspiring a shared vision” as a key leadership practice through which leaders envision a desirable future and communicate it in ways that foster commitment and a sense of meaning among others.

Zhao Chen, Lin Chen, Zhou Jinlai, & Gao Zhonghua (2024, p.1417–1430) proposed that a study of Chinese samples that vision communication style (including how to frame negative feedback about the vision) affects followers’ willingness to “chase” the leader’s vision, that is, information framing plays an important role in vision absorption.

In summary, vision communication refers to a communication leadership capability that enables leaders to articulate a clear, desirable, and achievable future for the organization and reinforce this vision through continuous communication with organizational members. It encompasses connecting the organizational vision with core values and long-term strategic priorities, converting broad strategic ideas into specific and accessible objectives, and clarifying how the shared vision serves the interests of both the organization and its members. Leaders demonstrate this ability by engaging in interactive dialogue, adapting their communication to different audiences and situations, and maintaining consistent communication over time to sustain collective understanding and commitment.

Individual consideration

Shamir B, House R J, & Arthur M B. (1993, p.577-594) proposed that transformational leadership emphasizes the connection between the individual and the collective, thereby improving the self efficacy and collective efficacy of subordinates.

Bass & Avolio (1994) emphasized that effective leaders attend closely to the individual needs of their followers and provide appropriate opportunities for them to assume responsibilities. Such practices can support followers’ personal development and help them address challenges they encounter.

Judge & Piccolo (2004) investigated various dimensions of transformational leadership, including individualized consideration, and found that transformational

leadership was significantly and positively associated with follower attitudes and leader effectiveness.

Yukl (2006) proposed that personalized consideration refers to the extent to which leaders provide support, encouragement, and guidance to their followers.

Piccolo & Colquitt (2006, p.327-340) summarize personalized consideration as the extent to which leaders focus on followers' individual needs, act as coaches/mentors, and listen to followers' concerns mechanisms that help explain the effects of transformational leadership on work cognitions and behaviors.

Rank, J., & Nelson, N. E., Allen (2009, p.465-489) proposed that transformational leadership can motivate subordinates to exhibit more innovative behaviors. Generally speaking, transformational leaders have a positive view of innovation and change and are willing to support subordinates' innovative behaviors. Subordinates, encouraged and supported by their superiors, are also more confident in taking risks at work and solving problems in innovative ways.

Strauss et al. (2009, p.279-291) proposed that the position of a leader in an organization can determine the direction of employee initiative. The transformational leadership behavior of a team leader influences the proactive behavior of team members, which is manifested in their efforts to improve the team environment and working methods. The transformational leadership behavior of an organizational leader can predict the initiative of employees as members of the organization, and employees will be more proactive in making suggestions for improving the current situation of the organization.

Arnold & Loughlin (2010, p.670-686) proposed that practitioners described personal thoughtful behaviors as both supportive (empathy, personal support) and developmental (coaching, career focused mentoring), and they noted that leaders engaged in more supportive behaviors than developmental behaviors.

Tao, H., Hu, W., & Guo, Q (2015, p.24-33) proposed that open communication between leaders and subordinates and positive evaluation of subordinates' behavior can enhance employees' sense of self-efficacy.

Jackson (2020) proposed that the concept of “individual care,” whereby leaders provide personalized support to their employees. This means that leaders pay attention to the needs of their followers to facilitate their task performance in the workplace. Furthermore, leaders provide guidance to employees on how to effectively complete specific tasks based on these needs.

In summary, individual consideration refers to a communication leadership capability through which leaders treat each follower as an individual with unique needs, abilities, and career aspirations. It emphasizes personalized attention, active listening, coaching, and tailored feedback to support individual development. Leaders who demonstrate individual consideration recognize individual contributions, align responsibilities with personal strengths and interests, and create opportunities for professional growth. They also show care for employees’ well-being and build trust through consistent developmental support.

Listening and Feedback

Avolio, Waldman, & Yammarino (1991, p.9-16) characterized individualized consideration as a leadership practice in which leaders respond to followers’ individual needs, offer personalized support, and provide guidance through coaching and mentoring.

Rafferty & Griffin (2004, p.329-345) proposed that “supportive leadership” and “inspiring communication” as core dimensions of transformational leadership both requiring leaders to validate individuals and maintain two-way, listening-rich communication.

Hackman & Johnson (2013) emphasized that effective leaders should attend not only to what followers say but also to the emotions and contextual meanings underlying their messages. They further argued that active listening serves as a particularly powerful means of building trust between leaders and followers.

Li Chaoping & Shi Kan (2006, p.297-307) proposed that leaders’ listening behavior positively predicts employees’ organizational identification and psychological safety through feedback mechanisms.

Goh & Taib (2006, p.222-232) proposed that metacognitive feedback following active listening enhances learners' self-regulation and performance, a principle that can be transferred to coaching between leaders and followers.

Linell (2009) proposed that dialogic listening genuine, responsive listening can foster shared understanding and mutual trust between leaders and members.

Weger, Castle, & Emmett (2010, p.34-49) found that paraphrasing and feedback core skills of active listening significantly predicted followers' perceptions of leader effectiveness.

Wang & Howell (2010, p.812) proposed that listening to feedback in the individual care dimension significantly enhances employees' affective commitment.

Carter et al. (2013, p.942-958) proposed that leaders who solicit and incorporate feedback from their followers are 32% more trustworthy and experience significantly improved unit performance.

Men (2014, p.274) proposed that transformational leaders demonstrate personalized consideration through active listening and personalized feedback loops, which in turn predicts higher job satisfaction and performance.

Bodie, Vickery, Cannava, & Jones (2015, p.151-173) proposed that active listening explaining, asking clarifying questions, and providing supportive feedback significantly increased perceptions of leaders as helpful and improved followers' emotions.

Kouzes & Posner (2017) reported that when leaders regularly solicit feedback and act on what they hear, employees are significantly more likely to demonstrate higher levels of engagement and commitment.

In summary, listening and feedback refer to a communication leadership practice in which leaders engage in attentive, open, and responsive two-way communication with team members. It involves actively listening to understand perspectives before responding, creating a psychologically safe environment for open expression, and encouraging the sharing of ideas and concerns. Leaders provide timely and constructive feedback, are open to receiving feedback themselves, and

use feedback to clarify expectations, improve performance, and promote collaborative problem solving.

Participative decision making

Locke & Schweiger (1979, p.265-339) proposed that participation supports decision quality and commitment primarily when participants possess task relevant knowledge and establish realistic expectations.

Lawler (1986) proposed that participative decision making as the core of high involvement management employees who are empowered, informed, and rewarded to contribute meaningfully to decisions that affect their jobs.

Smith & Brannick (1990, p.91-104) proposed that the effectiveness of PDM depends on employees' expectations of the importance of their input and on clear roles for participation.

Lengnick-Hall & Lengnick-Hall (1992, p.101-116) proposed that successful implementation of PDM requires clearly defined responsibilities for employees' input roles and managers' support roles.

Hackman & Johnson (2013) proposed that open and participative communication can discover the needs of followers and involve them in the decision making process.

Somech (2005, p.777-800) conceptualized participative decision making (PDM) in schools as a process through which teachers are involved in sharing decision-making authority over school policies and classroom matters, either through formal structures such as committees or through informal practices such as consultations. Both forms of participation can contribute to teacher empowerment and overall school effectiveness.

Huang, Shi, Zhang & Cheung (2006) proposed that PDM in Chinese state owned enterprises strengthened affective commitment through perceived organizational support.

Kantabutra & Avery (2010, p.40) proposed that vision driven PDM aligns employees' values with strategic goals, thereby improving performance and satisfaction.

Yukl (2013) proposed that participative decision making as involving subordinates in decision options and choices, noting that such participation can increase buy-in but may reduce the speed of decision making.

Robbins & Judge (2019) proposed that PDM as a decision making style in which managers share problem solving approaches with employees, noting that meaningful employee participation can improve decision quality while also strengthening employee acceptance of decisions and morale.

Wang, Q., Hou, H., & Li, Z. (2022) proposed that participative leadership based on PDM enhances employees' creativity through social exchange and psychological safety.

In summary, participative decision making (PDM) refers to a communication leadership capability through which leaders involve relevant stakeholders in decision making processes that affect them through open communication, dialogue, and collaborative interaction. It includes actively seeking diverse opinions, valuing professional expertise, providing genuine voice in decisions, incorporating stakeholder input into final decisions, and ensuring transparency in the decision making process. By sharing decision authority and encouraging psychological autonomy, leaders strengthen trust and commitment within the team.

Concepts of communication leadership in higher administration

In the context of higher administration, transformational Leadership provides an important theoretical basis for understanding the motivational and developmental functions of leadership communication, while communication leadership extends this perspective by examining communication as a central mechanism through which administrative leadership is enacted. While Transformational Leadership focuses primarily on transforming followers and organizations through inspirational and developmental leadership behaviors, communication leadership places communication itself at the center of the leadership process. It emphasizes how leaders use communication to construct

shared meaning, develop trust, facilitate dialogue, coordinate participation, and align organizational members toward common goals.

Definition of communicationl leadership in higher administration

Burns (1978) proposed that transformational leaders can improve employee morale, thereby improving the overall organizational environment. He is recognized as one of the early theorists of transformational leadership, having proposed transformational leadership for more than 20 years.

Bass (1988, p.695-702) proposed that transformational leadership is a leadership style that allows employee feedback, team development, stimulates learning, and promotes innovation by enhancing organizational communication.

Yukl (1989) proposed that transformational leadership as the process of influencing and empowering employees. Employees are the critical knowledge base of an organization, and a well educated workforce requires leaders who meet their diverse emotional and career motivational needs to achieve innovation.

Leithwood (1992) proposed that transformational leadership guides through sharing, engagement, inspiration, and motivation. It provides a vision, inspires members to improve their ideas, and fosters optimism during operations. This study presents the results of a study on school restructuring and leadership, focusing on the “2000 Elementary School Project” in British Columbia. The study surveyed 2,547 teachers and principals from 272 elementary schools, receiving 770 responses. Case studies of six leading schools included interviews with teachers and principals. The study linked school restructuring processes, outcomes, and leadership philosophies, highlighting the direct impact of transformational leadership on internal school processes.

Bass & Avolio (1994) presented a study that explored the theory and practice of the dynamic and innovative style of transformational leadership. Transformational leaders encourage followers by setting an example, motivating others, stimulating their intelligence, and providing attention tailored to their individual needs and goals.

Lucas (1994) describes transformational leadership as follows: Transformational leadership creates a shared vision, fosters an organizational climate

that motivates and inspires others to excel in different ways by communicating the vision at different levels, and provides personalized care that helps others recognize the value of the interaction and feel appreciated.

Barbuto (1997) proposed that charisma was originally defined as a social phenomenon, contrasting it with the concept of transformational leadership. Transformational leadership encourages followers to pursue organizational goals rather than personal gain. Transformational leaders empower followers to pursue these goals. This article reevaluates transformational leadership, arguing that leaders can effectively achieve organizational change through motivation, intellectual stimulation, and personal care, without necessarily relying on charisma.

Daft, R. L. (1999) proposed that transformational leadership as a process that focuses on intangible qualities such as vision, shared values and philosophy rather than on the exchange of tangible incentives.

Wilmore & Thomas (2001, p.115-123) proposed that transformational leaders should: clarify the need for change; create a new vision and build employees' commitment to the vision; focus on long term goals; and motivate followers to transcend their own interests and pursue higher-level goals.

Li Chaoping & Shi Kan (2005, p.803-811) proposed that this leadership style, by clearly articulating the organizational vision, effectively stimulates followers' intrinsic drive, thereby inspiring employees to elevate their aspirations to the level of self actualization and transcend their "ordinary selves." This process enhances employees' self awareness, fosters work engagement, and ultimately promotes the achievement of organizational goals.

Bass & Riggio (2006) proposed that transformational leaders use their abilities to create a vision that best suits employee development. They sincerely communicate this vision to their followers, making them feel it is highly achievable. Consequently, employees develop a commitment to the organization, work hard to achieve the vision, and provide practical suggestions for organizational development.

Burns (2012) proposed that a dynamic relationship exists between leaders and followers, characterized by power, mutual desire, mutual evaluation, and

mutual need. This relationship is at the core of transformational leadership, which emphasizes the leader's charisma, the followers' inherent needs, and the value generated by leadership activities. Leadership is meaningless if it is not connected to collective goals; the effectiveness of leaders should not be judged by the pressures and expectations they face.

Liu Bu (2015) proposed that leaders play a crucial role in communicating the organization's mission, outlining the organizational blueprint, guiding employees to realize their self worth, and expressing expectations for their subordinates. Furthermore, leadership has many positive effects on employees, including positively influencing their emotions, fostering spontaneous trust in leaders, and inspiring genuine admiration and respect for them.

In summary, communication leadership refers to a leadership approach that uses communication as a central mechanism for influencing, guiding, and aligning organizational members toward shared goals by fostering shared meaning, trust, and commitment. It emphasizes leaders' ability to communicate a clear and meaningful vision, inspire and motivate organizational members, provide individualized support through effective communication, and demonstrate behaviors that are consistent with organizational values and objectives. Communication leaders focus on understanding and responding to the needs and perspectives of organizational members, encouraging open dialogue, and creating opportunities for meaningful participation. At its core, communication leadership is about influencing and empowering organizational members through purposeful and reciprocal communication, not only supporting the achievement of organizational goals but also facilitating individual development, collaboration, and long term organizational effectiveness.

Importance of communication leadership in higher administration

Tichy, N. M., & Ulrich, D. O. (1984, p.59-68) proposed that transformational leaders play a key role in driving organizational change and improving performance. They believe that high performance expectations are one of the core characteristics

of transformational leadership, and leaders inspire employees' potential and creativity by setting high standards and expectations.

Seltzer, J., & Bass, B.M. (1990, p.693-703) proposed that transformational leaders motivate followers through an inspirational leadership style (charisma), work with employees on an individual basis to meet their development needs (personalized concern), and inspire employees to adopt new approaches and exert additional effort in problem solving (intellectual stimulation).

Shamir B, House R J, & Arthur M B. (1993, p.577-594) believe that transformational leadership emphasizes the connection between the individual and the collective, thereby improving the self efficacy and collective efficacy of followers.

Lowe K B, Kroeck K G, & Sivasubramaniam N. (1996, p.385-425) conducted a meta analysis of 38 previous studies and the results also showed that there is a significant positive correlation between transformational leadership and various leadership effectiveness indicators.

Dvir, T., Eden, D., Avolio, B. J., and Shamir, B. (2002, p.735-744) proposed that transformational leaders can significantly improve employee performance and career development by providing personalized support and motivation. This approach to leadership contributes positively to employees' development and work performance.

Parry, K. W., & Proctor-Thompson, S. B. (2003, p.376-399) proposed that transformational leadership can help organizations adapt to changing and demanding environments.

Judge, T. A., & Piccolo, R. F. (2004) compiled articles and dissertations on transformational leadership from the PSYINFO database between 1987 and 2003 and concluded that there was a significant correlation between transformational leadership and outcome variables such as subordinate job satisfaction.

Detert, J. R., & Burris, E. R. (2007, p.869-884) proposed that transformational leaders' personalized attention to their followers promotes two-way communication and effective listening, and their enthusiasm for the organization's vision and goals

enhances a sense of organizational commitment and empowerment, so these followers are more willing to contribute ideas for improving the organization.

Chen Wenjing & Shi Kan (2007, p.22-29) proposed that the personal charm of transformational leaders can influence the continuous progress of subordinates, provide them with care in work and life, explain the organization's blueprint to them in a timely manner, and motivate them to strive for common breakthrough goals.

Rank, J., & Nelson, N. E., Allen (2009, p.465-489) proposed that transformational leadership can motivate subordinates to exhibit more innovative behaviors. Generally speaking, transformational leaders have a positive view of innovation and change and are willing to support the innovative behavior of their subordinates. With encouragement and support from their superiors, subordinates are more confident in taking risks and solving problems at work in innovative ways.

Strauss et al. (2009, p.279-291) proposed that the position of a leader in an organization can determine the direction of employee initiative. The transformational leadership behavior of a team leader influences the proactive behavior of team members, which is manifested in team members' efforts to improve the team environment and work methods. The transformational leadership behavior of an organizational leader can predict the proactive behavior of organizational members, and employees will be more proactive in proposing suggestions to improve the current situation of the organization.

Walter, F., & Bruch, H. (2010, p.765-782) proposed that the impact of a transformational, person-centered leadership model is profound, emphasizing that this leadership style provides precise, targeted support and guidance to each employee. This approach not only greatly stimulates employees' deep interest and curiosity in their work but also acts as a catalyst to ignite their inherent passion and self motivation, driving them to actively engage in their work and unleash unprecedented levels of initiative and creativity. In short, this personalized leadership strategy successfully fosters an environment that fosters personal growth and professional passion.

Wang Ping & Zhu Wei (2011, p.25-39) proposed that transformational leadership is the most direct manifestation of a leader's transformative and innovative qualities. Transformational leaders not only demonstrate their own strong transformative and creative qualities but also inspire high levels of motivation and creativity within their teams and members, becoming a vital force driving the team forward.

Xiao Qi (2012) examined the relationship between transformational leadership and team development and found that transformational leadership contributes positively to team creativity. The study further indicated that the inter-team competition climate moderates this relationship, with the positive effect of transformational leadership on team creativity being stronger when inter-team competition is low than when it is high. In addition, intra-team competition also serves as a moderating factor. Specifically, the positive association between transformational leadership and team creativity is strongest when the level of intra-team competition is moderate, whereas this effect becomes weaker under both high and low levels of intra-team competition.

Ni Chenchen (2014) proposed that the leadership charisma, moral example and personalized care of transformational leaders have a positive impact on employee work engagement and can motivate employees to devote themselves to their work.

Li Chunlin (2016, p.17-23) proposed that implementing new concepts requires transformational leadership to guide and implement them. This involves four key aspects: adhering to a people oriented and innovation first approach; applying dialectical, systems, and complexity thinking; replacing excessive centralization with collaborative innovation and shared creation; and building leadership systems to improve governance.

Xiang, H., & Liu, H. (2019, p.24-28) proposed that transformational leadership theory emphasizes stimulating the wisdom of leaders over their subordinates and catalyzing the psychological needs of senior management; while motivation mainly inspires vision, motivates everyone to work together, draws a beautiful blueprint in

the development process, establishes common values and action goals, builds a bridge between the present and the ideal future scenario, puts forward insights, stimulates the self realization needs of faculty and staff, and drives all employees to actively participate in and organize school affairs, thereby improving teachers' ability to deal with problems.

Li Yuan, Qu Shiyong, & Xu Feng (2019, p.125-133) proposed that transformational leaders provide employees with information and resources that promote their own development, encourage employees to continue learning, and deepen their communication, learning, and interaction behaviors. Through deep learning, employees are better able to form independent thinking and innovate.

Bao Guokun, Yang Jing & Xu Man (2020, p.183-184) proposed that the driving force behind organizational development and innovation is not organizational size or market share, but rather the strength of leadership. Since its introduction in the 1980s, transformational leadership has emerged as a widely recognized theory of leadership. A theoretical analysis of its origins, structural definition, and mechanisms, as well as an examination of collective leadership from an organizational perspective, can better guide organizational practice.

Chu Yan & Song Qianzhen (2023, p.62-66) proposed that leaders should exert their leadership, create an organizational learning atmosphere based on the characteristics of the department, improve job satisfaction, and promote the high quality development of the company.

Wang, J., Chen, Y., & Xu, L (2024, p.149-151) proposed that enhancing senior management and leadership, reforming existing systems, and optimizing processes related to innovative behavior will improve management outcomes and enable transformational leadership to have a significant impact on innovation. This requires continuously ensuring and incentivizing innovative behavior and exploring new management approaches.

In summary, the importance of communication leadership lies in its ability to strengthen organizational effectiveness while supporting the engagement and development of organizational members. Communication leaders use clear and

purposeful communication to establish shared understanding, communicate vision and expectations, foster motivation and commitment, and align individual efforts with collective goals. Through open dialogue, active listening, constructive feedback, and meaningful participation, communication leadership enables organizations to respond more effectively to challenges, coordinate diverse perspectives, and facilitate collaborative problem-solving. Ultimately, the importance of communication leadership lies not only in improving organizational performance and the effectiveness of day-to-day management but also in building a collaborative, trusting, and communicative organizational environment that supports sustainable development.

Characteristic of communication leadership in higher administration

Leithwood, K., and Jantzi, D. (1995) developed a transformational leadership framework consisting of eight components: identifying and expressing a vision, providing appropriate model, fostering buy-in to team goals, providing personalized support, providing intellectual stimulation, communicating high performance expectations, establishing an effective school culture, and helping to build school structures to enhance participation in decision making.

Hipp, K.A., & Bredeson, P.V. (1995, p.136-150) proposed that transformational leadership emphasizes the transformative impact of leaders on organizations and individuals. Based on Leithwood's research, he proposed a five factor model of transformational leadership, including modeling behavior, encouraging team goals, providing unexpected rewards, setting high expectations, and providing support.

Hughes, R. L. (1993) proposed that transformational leaders provide followers with personalized care, feedback, guidance, and support, which makes them feel that they can improve their work.

Waldman et al. (2001, p.134-143) proposed that transformational leadership is a combination of behaviors that positively impact employees. Leaders express high expectations for their employees by describing their vision and communicating their mission.

Li Chaoping & Shi Kan (2005, p.803-811) employed an inductive approach to establish a four dimensional structure of transformational leadership in China and developed a corresponding measurement scale. These four dimensions are leadership charisma, visionary motivation, personalized care, and moral role modeling. The structure derived in this study is both related to and distinct from Bass's theory. While leadership charisma and visionary motivation generally align with the concepts defined in Bass's theory, personalized care encompasses a broader range of dimensions. While Bass's personalized care primarily emphasizes attention to employees' work and personal development, the personalized care developed in this study emphasizes not only attention to employees' work and personal development but also care for their families and lives.

Wang, X. H. F., & Howell, J. M. (2010, p.1134-1144) developed a two-level scale for assessing transformational leadership, distinguishing between person-centered behaviors directed toward individuals and group-centered behaviors directed toward teams. Person centered transformational leadership (TFL) encompasses four dimensions that empower and develop individual followers: (a) communicating high expectations, (b) follower development, (c) intellectual stimulation, and (d) personal recognition. Group centered transformational leadership (TFL) encompasses three dimensions: (a) emphasizing group identity, (b) communicating a group vision, and (c) team building.

Yang Kai & Ma Jianhong (2010, p.57-60) proposed that transformational leadership has strong adaptability, plasticity and flexibility, which can help teams and organizations survive and develop more effectively in a rapidly changing and highly uncertain economic environment.

Chen Lei (2012) proposed that transformational leaders are able to continuously influence their subordinates through motivational means, inspiring and encouraging them to realize their potential, motivating them to maintain an optimistic attitude, and outlining a beautiful vision for them. The characteristics of transformational leadership mainly include the following five aspects: vision, motivation, care, development, charisma, and team spirit.

Gao Qixun & Feng Qiulong (2012, p.62-66) proposed that idealized influence, intellectual stimulation, personal consideration, and incentive motivation may have varying degrees of impact on employee task performance. Therefore, it is necessary to examine the impact of transformational leadership on employee task performance from different perspectives. Their results indicate that idealized influence, intellectual stimulation, and personal consideration are significantly positively correlated with employee task performance, while incentive motivation is not highly correlated with task performance.

Luo Guicheng (2015) proposed that “Methods for Improving the Capacity of Middle-Level Managers in Universities in the New Era,” argues that personalized support is an essential component of transformational leadership. He argues that by promoting effective communication, respecting individual differences, encouraging feedback, and prioritizing the growth of team members, leaders can create a supportive and engaging work environment, thereby helping team members realize their full potential.

Li Zhaowang (2016) proposed that transformational leadership can enhance employee followership. Visionary motivation and personalized care have a significant positive impact on employee followership, while the leader’s role as a role model has no significant effect on employee followership. Visionary motivation, personalized care, and leadership charisma have a positive impact on employees.

Yin Xianru & Zhang Changli (2020, p.54-56) propose that using transformational leadership theory as a tool for exploration and practice provides a new perspective for studying leadership model transformation. Companies must establish a servant oriented leadership philosophy, focus on the individual needs of employees, enhance employee loyalty and turn them into willing followers, and develop team leadership by emphasizing knowledge and technological innovation.

Tian et al. (2022, p.369-385) proposed that the characteristics of transformational leadership include vision, the ability to inspire and influence others, ambition, dedication, self-esteem, self-control, resilience, emotional intelligence, integrity, self-responsibility, curiosity, creative thinking, etc.

In summary, communication leadership possesses a set of interconnected characteristics that enable leaders to influence, engage, and align organizational members through effective communication. These characteristics encompass inspirational motivation by communicating an appealing future, expressing confidence, and fostering commitment; effective vision communication by articulating clear direction, adapting to audiences, and maintaining consistency; individual consideration by recognizing unique needs and providing personalized attention, active listening, coaching, and feedback; listening and feedback through attentive two-way communication and constructive responses; and participative decision making by seeking diverse opinions, valuing expertise, providing genuine voice, and maintaining transparency. Together, these characteristics enable leaders to build trust, strengthen collaboration, promote shared understanding, and align organizational members toward common goals and sustainable organizational development.

Context of public normal universities in Guangxi

Guangxi boasts seven public normal universities: Guangxi Normal University, Nanning Normal University, Yulin Normal University, Guangxi Minzu Normal University, Guangxi Science & Technology Normal University, Guangxi Vocational Normal University, and Guilin Normal University. These institutions occupy a crucial position in the region's higher education landscape, serving as crucial institutions for teacher training and educational development. They are crucial for improving educational quality, promoting social equity, and fostering regional development.

The historical evolution of these institutions reflects broader educational reforms and regional development strategies. For example, Guangxi Normal University, founded in 1932, underwent numerous transformations, including multiple relocations during wartime, ultimately evolving into a comprehensive university offering a wide range of academic programs. Similarly, other universities, such as Nanning Normal University, Yulin Normal University, and Guangxi University of Science and Technology, have developed unique educational characteristics, balancing

traditional teacher education with scientific, technological, and applied disciplines. In recent years, these institutions have faced numerous challenges in educational management, including inadequate internal control systems, flawed recruitment and assessment processes, and the need for greater transparency and accountability. For example, the report reveals that some universities have serious management oversights in talent recruitment, performance evaluation, and project implementation, resulting in adverse consequences and requiring urgent institutional reform. These challenges highlight the importance of effective leadership and communication in educational management. Applying communication leadership theory, which emphasizes the co-construction of meaning through dialogue and shared understanding, is particularly crucial. By fostering a culture of open communication, participative decision making, and collaborative problem solving, these universities can address existing issues and improve management practices.

In summary, Public normal universities in Guangxi refers to a group of undergraduate institutions wholly funded by the Guangxi Zhuang Autonomous Region government. Defined by their public good mandate, they specialize in preparing pre-school, basic education and vocational education teachers, operate tuition free normal student programmes, provide in-service teacher training, and conduct education policy research. Seven such universities Guangxi Normal University (Guilin), Nanning Normal University, Yulin Normal University, Guangxi Normal University for Nationalities (Chongzuo), Guangxi Science & Technology Normal University (Laibin), Guangxi Vocational Normal University (Nanning) and Guilin Normal University form a region wide network.

Concept of public normal universities

Chen Yongming (1994), in comparing the teacher education systems of China and Japan, first defined a “public normal university” as “a higher education institution run by the state with the primary mission of training teachers for basic education and possessing independent legal status.” He emphasized that its core characteristics, which distinguish it from the colleges of education at comprehensive

universities, are “publicly funded teacher training students and a targeted service system.”

Gu Mingyuan (1998), editor in chief, pointed out in the Dictionary of Education that China’s “public normal universities” are “institutions of higher learning at the undergraduate level and above, established with government investment, whose main task is to train teachers for all levels and types of schools”, and listed them as the three major levels of China’s teacher education system along with “normal colleges” and “secondary normal schools”.

Pan, M., & Wu, M (2004) started from the transformation from “normal education” to “teacher education”, pointing out that “normal colleges” “should not be understood only as a closed system for training primary and secondary school teachers, but should turn to a more open “teacher education” ecology and collaborative mechanism, emphasizing that specialization, openness and integration are the core characteristics and conceptual boundaries of normal universities in the new era.

Hayhoe & Li Jun (2010, p.74-13) proposed that in a comparative study published in the English journal *Frontiers of Education in China* that China’s “public normal university” has been given a new public mission of “leading innovation in teacher education and serving national educational equity” in the 21st century. Its concept has gone beyond the traditional “normal” category and expanded to “a comprehensive, research oriented national key university with distinctive characteristics in teacher education.”

The Ministry of Education’s (2018b) Action Plan for the Revitalization of Teacher Education (2018–2022) further defines the connotations of “high-level normal universities” (disciplinary support, practice bases, quality standards, and evaluation mechanisms) in a roadmap format, placing “public normal universities” in the dual roles of “public goods provider” and “quality leader” in the national higher education structure.

Tian Xuechao (2018) noted that China’s teacher education and training system comprises a wide range of institutions, such as normal universities and

colleges, vocational normal schools, secondary normal schools, education colleges established within comprehensive or multidisciplinary universities, teacher education departments, and specialized teacher training institutions. In contrast, the term “normal college” has a more restricted scope and generally includes normal universities, normal colleges, normal vocational schools, and secondary normal schools. More specifically, “higher normal colleges” refer to normal universities and normal colleges that provide teacher education at the associate-degree level or above.

Li Guang (2021, p.62-69) proposed that as an important link between higher education and basic education, normal universities should not only serve the needs of basic education, but also shoulder the heavy responsibility of the development of higher education, meet the essential requirements of teacher education in different eras in scientific research, talent training, social services, etc., and at the same time clarify the essential attributes of normal universities.

Shi Yiyun (2022) defined a higher normal university as a higher education institution primarily dedicated to teacher education and teacher preparation, while also providing education and cultivating talent across disciplines such as science, engineering, and the liberal arts.

In summary, China’s public normal universities are government funded institutions of higher education whose primary mission is to train teachers for schools at all levels and types, while also balancing scientific research, talent development, and social service. Rooted in their traditional role of teacher training, public normal universities have gradually transformed into comprehensive universities that integrate teacher education with a broader range of disciplines, emphasizing specialization, openness, and collaboration. In the new era, public normal universities not only shoulder the important task of meeting the evolving needs of basic and higher education but also play a crucial role in promoting educational equity, leading innovation in teacher education, and strengthening the connection between national education policies and teacher professional development.

Related Research

Downs & Hazen (1977) developed the Communication Satisfaction Questionnaire (CSQ). This study developed a comprehensive instrument to measure communication satisfaction in the workplace. The CSQ measures eight dimensions of communication satisfaction, including communication climate, supervisory communication, organizational integration, media quality, horizontal and informal communication, organizational perspective, personal feedback, and subordinate communication. The questionnaire provides a basis for planning the future scope and quality of the internal communication function and has become one of the most widely used business communication satisfaction questionnaires.

Clampitt & Downs (1993) examined employees' perceptions of how different dimensions of communication satisfaction influence workplace productivity. Their findings indicated that communication was generally perceived as having an above-average contribution to productivity, although the strength of this contribution varied across communication dimensions. Communication with colleagues, meetings and memos as indicators of media quality, and organization-wide information were perceived to have comparatively limited effects on productivity. The study also revealed a differentiated relationship between personal feedback and perceived productivity: employees who received higher productivity evaluations from their supervisors tended to perceive personal feedback as less influential, whereas those with lower productivity ratings considered feedback to have a greater impact on their work performance.

Kluger & DeNisi (1996) reviewed the effects of feedback interventions (FIs) on performance through a historical analysis and meta-analysis. Based on 607 effect sizes involving 23,663 observations, they found that feedback does not necessarily improve performance and may produce either positive or negative outcomes, with performance declining in approximately one-third of the cases examined. To explain these findings, the authors developed a preliminary Feedback Intervention Theory (FIT) and examined its assumptions through moderator analyses. The theory proposes that feedback interventions can shift individuals' attention among three

hierarchically organized levels of control: task learning, task motivation, and meta-task processes, including self-related processes.

Rowley Mayfield, Mayfield, & Kopf (1998, p.235-248) proposed the Motivational Language Theory (MLT). This theory provides a framework for understanding effective leader communication. It classifies all major leader-to-follower communications into one of three categories: meaning-making, empathetic, and direction giving language. Leaders use meaning-making language to convey cultural knowledge, values, and vision, and connect follower and organizational goals. Leaders use empathetic language to provide followers with emotional support and guidance. Leaders use direction giving language to clarify the steps to attain the organizational vision, goals, follower job tasks, and reward expectations.

Leithwood & Jantzi (1999, p.451-479) proposed that based on a large sample of 1,818 teachers and 6,490 students in 94 elementary schools, they examined whether “transformational leadership in school settings” can truly translate into organizational improvements and student outcomes. Their findings indicate that principals’ transformational leadership (e.g., fostering a shared vision, individualized care, and intellectual stimulation) has a significant positive effect on school organizational climate, teacher commitment, and collaboration; its impact on student engagement (emotional and behavioral dimensions) is moderate, and this effect is partially mediated through organizational conditions (e.g., school culture and teacher relationships). This suggests that when university administrators develop “communication/transformational leadership,” they should prioritize building internal communication and support systems that foster teacher collaboration and commitment, and then influence student learning engagement through this “organizational condition” pathway.

Smidts, Pruyn, & Van Riel (2001) examined the effects of employee communication and perceived external prestige on organizational identification across three organizations. Their findings indicated that employee communication enhanced perceived external prestige and helped explain organizational identification. The communication climate served as an important mediating factor in

the relationship between communication content and organizational identification. Moreover, the relative influence of employee communication and perceived external prestige varied across organizations, which the authors attributed to differences in organizational reputation.

Antonakis, Avolio, & Sivasubramaniam (2003) examined the nine-factor structure of the full-range leadership model through the Multifactor Leadership Questionnaire (MLQ). Their analysis focused on evaluating the measurement model and determining whether the factor structure of Bass and Avolio's MLQ Form 5X was valid. Based on relatively homogeneous business samples, including 2,279 male raters and 1,089 female raters who assessed same-gender leaders, the findings supported Bass and Avolio's proposed nine-factor model of leadership. The model demonstrated configural and partial metric invariance across the gender groups, indicating that the underlying leadership constructs were measured in a comparable manner among male and female participants.

Kalla (2005) proposed that the Integrated Internal Communication (IIC) framework, advocating for collaborative planning and evaluation of management, human resources, and marketing/brand communications to avoid information silos. Accordingly, a broader and more inclusive perspective, referred to as integrated internal communications, has been proposed. This concept encompasses both formal and informal communication occurring across different levels of an organization. It brings together theoretical insights and practical knowledge while considering the needs of all internal stakeholders, thereby providing a more comprehensive perspective on internal communication.

Tourish & Robson (2006) conducted a study on Sensemaking and the Distortion of Critical Upward Communication in Organizations. Most research into feedback has focused on communication from managers to non-managerial staff. By contrast, informal upward communication has received limited attention, particularly when employees communicate views that challenge established managerial practices. The authors argue that managers may become overly committed to particular courses of action, regardless of whether these decisions ultimately benefit

or harm the organization. As a result, the suppression of critical upward communication (CUC) may generate iatrogenic effects, whereby organizational difficulties arise from prescribed management interventions rather than from preexisting organizational conditions.

Bartels, Pruyn, De Jong, & Joustra (2007) explored the relationship between multiple levels of organizational identification and two organizational factors, namely perceived external prestige and communication climate. The research examined whether these factors were associated with organizational identification at different levels within a regional police organization. Questionnaire data were obtained from 314 respondents, with the instrument assessing communication climate, perceived external prestige, and organizational identification. The findings indicated that communication climate was most strongly associated with employees' identification with their immediate work group, while its relationship with identification with the organization as a whole was comparatively weaker. In contrast, perceived external prestige showed a stronger association with organization-wide identification than with identification at more immediate organizational levels.

Welch & Jackson (2007) proposed that a four-quadrant model of internal organizational communication: "Stakeholders Levels/Directions" (internal corporate communication, internal functional communication, team communication, and individual communication). They advocate a systematic approach to planning goals, audiences, channels, and evaluations. The authors emphasize both vertical dialogue and horizontal collaboration between management and employees, clarifying the strategic and operational roles of internal communication. This provides a direct reference for universities to develop a four-tiered communication structure (school-college-department-office-department), clarify the roles and responsibilities of managers and employees, and optimize their channel mix.

Mazzei (2010) conducted a study on Promoting Active Communication Behaviours Through Internal Communication. This paper conceptualizes internal communication from the perspective of intangible resources rather than organizational boundaries. It draws on resource-based theory of the firm,

constructivist communication theory, and situational theory of publics to develop a Resource Model (RM) of internal communication. The model emphasizes interactive processes through which two key resources for organizational functioning—knowledge and allegiance are generated. Its applicability to prevailing business practices was subsequently examined through interviews with ten internal communication managers from Italian companies.

De Vries, Bakker-Pieper, and Oostenveld (2010) examined *Leadership = Communication? The Relations of Leaders' Communication Styles with Leadership Styles, Knowledge Sharing and Leadership Outcomes*. The study examined whether leaders' communication styles were associated with charismatic leadership, human-oriented leadership reflected in leaders' consideration, task-oriented leadership characterized by initiating structure, and leadership outcomes. Survey data were collected from 279 employees working in a governmental organization. Six leader communication styles were assessed: verbal aggressiveness, expressiveness, preciseness, assuredness, supportiveness, and argumentativeness. The findings indicated that charismatic and human-oriented leadership were strongly communication-oriented, whereas task-oriented leadership demonstrated a comparatively lower level of communicative emphasis.

Ruck & Welch (2012) proposed that based on a dual sample study from the perspectives of management and employees, revealed a significant gap between the two groups' perceptions of the value and effectiveness of internal communication: management prioritized information dissemination and consistency, while employees focused on listening, engagement, and the quality of feedback. The study recommended introducing metrics such as "employee voice" and "management accessibility" (MBWA/visible communication) to measure the effectiveness of communication relationships and engagement.

Groysberg & Slind (2012) proposed that four elements of "leadership = a conversation": intimacy, interactivity, inclusion, and intentionality. Using case studies from several companies, the authors illustrate that shifting from "broadcast" to

“conversational leadership” can more quickly align understanding and action in uncertain environments.

Johansson, Miller, & Hamrin (2011) developed a framework for Conceptualizing Communicative Leadership. As the first report of the research project “Communicative Leadership Conceptualization, Analysis and Development of Core Competence,” the study conceptualized communicative leadership as a leadership approach in which leaders engage employees in dialogue, exchange and actively seek feedback, involve employees in decision-making, and demonstrate openness and active participation. The research further emphasized that communication is important across top, middle, and team leadership levels. In addition, the way leaders frame messages and organizational events can shape sense-making processes and subsequently influence the actions of both leaders and employees.

Fairhurst & Connaughton (2014) proposed Leadership: A Communicative Perspective. This article reviews the communication turn in leadership research, framing it within the paradigm of “leadership = communication process”: leaders construct reality, shape identity, and coordinate action through discourse, dialogue, and framing practices. Emphasizing the socially constructed nature of leadership meaning, the article advocates understanding leadership effectiveness through micro interactions (language, narrative, metaphor, questioning) and organizational discourse practices.

Men & Stacks (2014) examined the impact of authentic leadership on strategic internal communication and employee organization relationships (EOR). They found that when managers demonstrated self consistency, ethical perspective, and balanced approach, employees perceived communication as more strategic (clear, open, and engaging) and developed higher quality EOR (trust, satisfaction, commitment, and control reciprocity). This suggests that university mid-level managers can significantly enhance the relational value of internal communication through a “authentic expression, transparency, and two-way dialogue” approach.

Men (2014) used transformational leadership as an independent variable to explore how communication channels (face to face, digital, and social media)

influence employee satisfaction. The results showed that managers' transformational behaviors (vision communication, personalized care, and encouragement of innovation) significantly increased employee satisfaction and recognition of communication; face to face and highly interactive channels were particularly critical for complex issues (strategy and change).

Men & Hung-Baesecke (2015) examined the impact of channel mix, transparency, and authenticity on employee engagement using a Chinese sample. They found that multi channel integration, process transparency, and consistent value expression significantly increased employee engagement, with transparency and authenticity mediating the relationship between channel use and engagement. This finding is particularly relevant in the context of Guangxi public universities: A balanced approach to engaging diverse faculty and student groups through offline discussions/regular meetings and online platforms, coupled with the continuous provision of policy background and process information, can more effectively activate faculty and administrator engagement.

Karanges, Johnston, Beatson, & Lings (2015) explored the impact of internal communication on employee engagement and confirmed that communication quality and consistency enhance engagement and spontaneous performance through the pathway of trust and commitment. The article suggests enhancing the communication experience through three key approaches: strategic alignment, two-way interaction, and continuous feedback. This has direct implications for university reforms, such as personnel systems and curriculum reform.

Mayfield & Mayfield (2017) systematically collate over two decades of evidence and tools (scales, conversation scripts, and training programs) for MLT, presenting case studies across industries and the public sector. The authors emphasize the importance of daily micro communications in uniting team goals, maintaining dignity and fairness, and activating intrinsic motivation, and offer a framework for assessment and feedback.

Men & Bowen (2017) systematically discuss internal communication strategy, organizational structure, and evaluation from the perspective of "excellent internal

communication management,” emphasizing the fundamental role of ethical, transparent, and symmetrical communication in employee trust and reputation management. The book provides numerous scales and case studies (such as communication audits, engagement and trust measurement, and leadership visibility), providing a direct indicator library and evaluation path for university “communication leadership” model.

Ruck, Welch, & Menara (2017) conducted a large scale survey to verify that employee voice opportunities are antecedents of organizational engagement, and that senior management acceptance and responsiveness are key mediating factors. The article suggests incorporating “listening, responsiveness, and participation in joint decision making” into internal communication KPIs, and using “employee voice satisfaction” and “senior management accessibility” to evaluate both process and outcomes. For universities, embedding a “hearing/consultation/feedback loop” into institutional development, resource allocation, and curriculum reform can significantly enhance organizational identification and willingness to collaborate.

Van Quaquebeke & Felps (2018) proposed that the concept of respectful inquiry: activating employees’ intrinsic motivation and voice through open ended, nonjudgmental questioning and active listening. Experimental and field research demonstrates that leadership that prioritizes inquiry and listening, rather than telling and judging, significantly enhances employee psychological safety and engagement.

Yue, Men, & Ferguson (2021) examined how symmetrical internal communication and leadership’s motivational language (meaning making, direction, and empathy) enhance employee organizational identification through a positive emotional culture. The results showed that both symmetrical communication and motivational language positively predicted positive emotional culture, with the latter fully mediating its impact on organizational identification. This suggests that university administrators should consciously use the three types of language meaning making, direction, and empathy to shape the organizational emotional climate and strengthen faculty and staff identity and cohesion.

Chapter 3

Research Methodology

The research was designed around the communication leadership of administrators of public universities in Guangxi. Its primary purposes were to identify the existing conditions of communication leadership and to develop a corresponding development model, followed by an evaluation of the model's applicability. The study was implemented through the procedures outlined below:

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

Phase 1: To study the level of communication leadership of administrators in public universities in Guangxi.

The Population / Sample Group

The Population

The population for this phase comprised 1,250 administrators from 7 public normal universities in Guangxi. These universities were located across 5 cities, including Nanning, Yulin, Chongzuo, Laibin, and Guilin, and the study targeted administrators working in public normal universities.

The Sample Group

Based on the Krejcie and Morgan (1970) sampling table, a total of 297 administrators from the seven public normal universities were selected for this phase. A two-stage sampling procedure was employed. First, stratified sampling was applied to determine the sample allocation among the universities. Second, random sampling was conducted within each university according to its corresponding proportion, with 297 administrators ultimately selected across the seven universities.

Table 3.1 Lists of university and sample size

No	Public Normal university in Guangxi	Population	Sample group
1	Guangxi Normal University	280	67
2	Nanning Normal University	276	65
3	Yulin Normal University	256	61
4	Guangxi Minzu Normal University	113	27
5	Guangxi Science & Technology Normal University	102	24
6	Guangxi Vocational Normal University	105	25
7	Guilin Normal University	118	28
Total		1250	297

Table 3.1 summarizes the sample distribution used to assess the existing level of communication leadership within the target population. In total, 297 administrators from seven public normal universities were included in the study.

Research Instruments

Questionnaire

For Objective 1, data were collected through a structured questionnaire designed to examine the existing level of communication leadership among administrators. The questionnaire was structured into two main sections:

Part 1: Obtained about basic information about the respondents, specifically their gender, work experience, and professional rank.

Part 2: Assessed the existing level of communication leadership within the study population. A five-point Likert-type scale was used to measure the responses, with the criteria for interpreting the mean scores presented according to the following criteria:

5 refers to the level of communication leadership of administrators at the highest level

4 refers to the level of communication leadership of administrators at a high level

3 refers to the level of communication leadership of administrators at a medium level

2 refers to the level of communication leadership of administrators at a low level

1 refers to the level of communication leadership of administrators at the lowest level

The data interpretation for average 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

Questionnaire Development Procedure

The questionnaire development process consisted of six steps:

Step 1: Relevant literature, conceptual frameworks, theoretical perspectives, and previous studies concerning communication leadership among administrators in public normal universities were reviewed and analyzed to establish the conceptual and theoretical basis of the instrument.

Step 2: Based on the literature review and theoretical framework, the questionnaire was developed to assess the existing status of communication leadership among administrators. The questionnaire outline was subsequently submitted to the thesis advisors for evaluation, and revisions were made in accordance with their recommendations.

Step 3: Five experts assessed the questionnaire items for content validity based on the Index of Item-Objective Congruence (IOC). The IOC values for the questionnaire items ranged from 0.80 to 1.00.

Step 4: The questionnaire was revised and refined based on the comments and recommendations provided by the experts.

Step 5: A pilot test was conducted with 30 administrators from public normal universities in Guangxi to examine the reliability of the instrument. The reliability analysis produced a Cronbach's alpha value of 0.96, confirming strong internal consistency of the questionnaire.

Step 6: Following the validation and pilot-testing procedures, the finalized instrument was distributed among 297 administrators affiliated with public normal universities in Guangxi.

Data Collection

For Objective 1, data were collected through a series of procedures designed to determine the existing level of communication leadership among administrators, as outlined below:

Step 1: An official request letter was obtained from the Graduate School of Bansomdejchaopraya Rajabhat University to facilitate the data collection process and seek permission to administer the questionnaire to 297 administrators from public normal universities in Guangxi.

Step 2: Use online form to collect data, with the help of Questionnaire Star platform, distribute questionnaires to the survey objects, and the researcher intends to distribute the questionnaires to 297 administrators. Before distributing the questionnaires, communicate with the respondents first, explain the purpose of the survey and the filling rules and precautions, and understand the respondents level of understanding and differentiation of each question item, to ensure that the questionnaire collection of ethical data has reliability and authenticity.

Data Analysis

Data analysis was conducted using statistical software and involved the following procedures:

Step 1: Frequency counts and percentages were calculated to describe the respondents' demographic information, specifically their gender, years of work experience, and professional rank.

Step 2: Descriptive statistics, including the mean and standard deviation, were used to analyze administrators' communication leadership across the five dimensions. The data for each dimension were summarized and interpreted using the mean and standard deviation.

Phase 2: To formulate model for developing communication leadership for administrators in public universities in Guangxi.

The key informations

This study involved 10 high-level administrative personnel from the selected institutions. The interviewees comprised four division-level leaders, three deputy division-level leaders, and three section-level leaders. To ensure that the participants were appropriately qualified for the study, the following selection criteria were applied: 1) a minimum of five years of experience serving as a middle-level administrator in the selected institutions.; 2) substantial practical experience in communication leadership; 3) possession of a master's degree or higher, and the distribution of the administrators personal information such as gender, age, professional background and tenure shall be reasonable.

Research Instruments

Structured Interview

For Objective 2, structured interviews served as the primary means of obtaining information needed to formulate the model for developing communication leadership among administrators in public normal universities in Guangxi. The interview protocol was developed based on the findings concerning the current status of administrators' communication leadership and was organized around five

dimensions of communication leadership. The structured interview protocol was organized into two sections:

Part 1: focused on collecting the interviewees' basic demographic and professional profiles, particularly their gender, level of education, length of employment, and academic rank.

Part 2: Questions addressing potential approaches to strengthening communication leadership across its five dimensions within the target population.

Constructing a structured interview process

The development of the structured interview protocol involved the following stages:

Step 1: Determine the topic of the interview and categorize the questions. The semi structured interview questions are designed according to the communication leadership theory of relevant universities administrators and the results of questionnaire survey. The first part is to understand the respondents' views on the five variables that affect the communication leadership of universities administrators. The second part is the respondents' feelings on the communication leadership of universities administrators, their opinions on the communication leadership of universities administrators and their opinions on improving the communication leadership of universities administrators in Guangxi.

Step 2: Formulate interview questions.

The first section of the interview guide was developed to address the five dimensions of communication leadership.

The second part of the interview questions is mainly to listen to the opinions and suggestions of the interviewees on improving the communication leadership of universities administrators in Guangxi.

Step 1: Sort out the order of questions. Arrange the order of questions according to the logic and coherence of the interview. Gradually move from general issues to more specific ones.

Step 2: Modify structured interview questions based on expert advice.

Step 3: Form an interview table. Check whether the interview form has other questions that need to be added, determine the interview questions, and make the interview form.

Data Collection

For objective 2, the researcher followed a systematic procedure to formulate the model for developing communication leadership among the target administrators. The procedures are described below:

Step 1: Prior to conducting interviews with 10 high-level administrators participating in the study, the researcher obtained an official request letter issued by the Graduate School of Bansomdejchaopraya Rajabhat University. The interviewees were contacted and scheduled in advance, and their informed consent was obtained before the interviews and collection of relevant information were conducted. The interviews were conducted in training classrooms, conference rooms and offices, and participants were invited to review and verify the research results.

Step 2: In the process of data collection, structured interview method, open questionnaire survey and other means were used to collect answers related to communication leadership of universities administrators.

Step 3: After the interview, the main ideas should be separated noted constant review and repeated revision of the interview questions and collected data, so as to minimize the impact of self bias on the survey results and ensure the accuracy and authenticity of the original materials.

Step 4: In this study, interview data were recorded by recording and writing to increase the reliability of the original materials.

Data Analysis

The structured interview about model for developing communication leadership of administrators was analyzed by content analysis.

Phase 3: To assess the suitability and feasibility of the proposed model for developing communication leadership among administrators in public universities in Guangxi.

The key informations

A panel of nine experts from public normal universities in Guangxi was selected to assess the proposed model in terms of its suitability and feasibility. The panel comprised five division-level leaders and four deputy division level leaders. The expert selection was based on the following criteria: 1) having served in senior administrative positions at public normal universities for no less than ten years; 2) possessing substantial practical expertise in communication leadership; 3) possession of a doctoral degree or higher; 4) an academic rank of associate professor or above.

To strengthen the rigor of the evaluation process in phase 3, the population and sample group in phase 3 should be distinct from those in phase 1 and phase 2, consisting of experts with higher professional and technical expertise and richer experience. Due to the relatively limited number of qualified individuals, it is advisable to reduce the sample group size appropriately, and the assessment opinions of 9 experts suffice to achieve the research objectives.

Research Instruments

Evaluation form

For Objective 3, an evaluation form was developed to obtain expert feedback on the proposed communication leadership development model. The instrument was organized according to the model's five dimensions.

The evaluation form was divided into two main sections:

Part 1: This section collected the experts' demographic and professional information, including administrative position, years of work experience, educational background, and academic rank.

Part 2: This section focused on the experts' evaluation of the proposed communication leadership development model. The model was assessed using a

five-point Likert-type scale, and the evaluation results were interpreted according to the following criteria:

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 average 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 an evaluation form process

The development of the evaluation form involved the steps outlined below:

Step 1: Construct the evaluation form about development model for communication leadership. Develop detailed interview outlines, including questions and topics, to guide the interview process. The interview content should cover all aspects of the model designed in this research.

Step 2: Determine the members of the expert group: According to the content of the evaluation, invite 9 experts in relevant fields to participate in the evaluation.

Step 3: Develop an evaluation plan: Develop an evaluation plan, including determining the evaluation method, content, requirements and schedule.

Step 4: 9 high-level administrators participating in the study completed the evaluation form.

Step 5: Summarize and analyze expert opinions: Summarize and analyze the opinions of experts and formulate evaluation conclusions. For the issues with

different opinions, it is necessary to conduct in depth discussion and discussion, and finally form a comprehensive conclusion.

Data Collection

The data collection process for objective 3 to evaluate the model, as following procedure:

Step 1: The researcher obtained an official request letter issued by the Graduate School of Bansomdejchaopraya Rajabhat University to facilitate the invitation of qualified experts to evaluate the proposed model.

Step 2: Evaluation forms were provided to the selected senior administrators, who were invited to assess the proposed model. A total of 9 evaluation forms were distributed, and the evaluations were conducted either through face-to-face meetings or remotely, depending on the availability and circumstances of the experts.

Step 3: Record the interview content using recording devices, capturing key insights, questions, and recommendations.

Step 4: Summarize and organize expert opinions, and draft an expert interview report.

Data Analysis

Statistical software was utilized to process the data obtained from the study. To assess the adaptability and feasibility of the proposed model for developing communication leadership, the researcher employed the mean and standard deviation as the primary statistical measures.

Chapter 4

Results of Analysis

This study focused on the development of a communication leadership model. Based on the research objectives, the findings of the data analysis are presented below:

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

The details are as follows.

Symbol and Abbreviations

N	refers to	population
n	refers to	Sample group
$\bar{X}$	refers to	Mean
S.D.	refers to	Standard deviation

Presentation of Data Analysis

Part 1: Respondents' demographic characteristics were summarized according to gender, work experience, and professional title. Frequency counts and percentages were used to describe the distribution of these characteristics.

Part 2: The analysis results of the communication leadership level among the administrators. The researcher presented the data by Mean and standard deviation.

Part 3: The interview data were analyzed to examine the proposed communication leadership development model.

Part 4: The suitability and feasibility of the communication leadership development model were evaluated using the mean and standard deviation.

Results of Data Analysis

The data analysis was organized into four sections, as presented below:

Part 1: Respondents' demographic characteristics were summarized according to gender, work experience, and professional title. Frequency counts and percentages were used to describe the distribution of these characteristics.

Table 4.1 Personal information of the survey respondents

(n = 297)

Personal Information		Frequency	Percentage
Gender	Male	141	47.47
	Female	156	52.53
	Total	297	100
working experience	1 - 5 years	35	11.79
	6 - 10 years	144	48.49
	11 - 15 years	88	29.63
	15 years and above	30	10.10
	Total	297	100
professional title	Senior title	53	17.85
	intermediate title	133	44.78
	Junior title	111	37.37
	Total	297	100

According to table 4.1, most respondents were female, numbering 156 and accounting for 52.53%. Male respondents totaled 141, representing 47.47%. The working experience of respondents was mainly 6-10 years for 144 people, accounting for 48.49%, followed by those was 11-15 years for 88 people, accounting for 29.63%. This reflects the sample's substantial professional experience. The professional title of respondents was mainly intermediate title for 133 people, accounting for 44.78%, followed by those was Junior title for 111 people, accounting for 37.37%. This profile suggests a sample consisting mainly of technical professionals and managers, indicating a high level of professional expertise.

Part 2: The analysis results of the communication leadership level among the administrators. The researcher presented the data by Mean and standard deviation.

The purpose of Part 2 was to examine the level of communication leadership among the study participants. Accordingly, a questionnaire survey was employed to assess communication leadership across five dimensions. The results offered a comprehensive understanding of the participants' communication leadership level, providing important data support for further constructing a communication leadership development model. The questionnaire used in this study was specifically designed by the researchers. The survey results are as follows:

Table 4.2 Mean and standard deviation of the level of the five dimensions.

(n = 297)

Communication leadership of administrators in public universities in Guangxi		$\bar{X}$	S.D.	Level	Order
1	Inspirational motivation	3.47	0.90	medium	3
2	Vision communication	3.51	0.87	high	2
3	Individual consideration	3.65	0.91	high	1
4	Listening and feedback	3.05	0.94	medium	5
5	Participative decision making	3.11	0.97	medium	4
Total		3.36	0.92	medium	

As presented in Table 4.2, the overall mean for communication leadership was 3.36, indicating a moderate level. Among the dimensions examined, individual consideration obtained the highest mean score (3.65), followed by vision communication (3.51). Listening and feedback recorded the lowest mean score, at 3.05.

Table 4.3 Mean and standard deviation of the level of inspirational motivation.

(n = 297)

	Inspirational motivation	$\bar{X}$	S.D.	Level	Order
1	University administrators articulate an inspiring vision that makes me feel optimistic about our future.	3.41	1.07	medium	9
2	University administrators connect the university's strategic goals to my personal sense of purpose and meaning at work.	3.42	1.09	medium	8
3	University administrators motivate me to commit to and strive for our shared objectives.	3.45	1.06	medium	6
4	University administrators encourage me to go above and beyond my routine duties.	3.51	1.11	high	2
5	University administrators express confidence in our team's ability to successfully meet challenges.	3.50	1.07	high	3
6	University administrators frame difficulties as opportunities that we can collectively overcome.	3.50	1.06	high	3
7	University administrators communicate high standards of performance and express belief that we can achieve them.	3.48	1.09	medium	4
8	University administrators foster enthusiasm and a positive attitude among team members, even during setbacks.	3.46	1.11	medium	5
9	University administrators create a collective sense of purpose that bridges our daily tasks to long-term aspirations.	3.53	1.09	high	1

Table 4.3 (Continued)

(n = 297)					
Inspirational motivation		$\bar{X}$	S.D.	Level	Order
10	University administrators inspire us by making us feel that our contributions are vital to the university's success.	3.44	1.14	medium	7
Total		3.47	0.90	medium	

Table 4.3 shows that the inspirational motivation dimension obtained an overall mean score of 3.47, indicating a moderate level. Based on the mean scores of the individual items, the highest-rated statement was that university administrators create a collective sense of purpose that connects daily tasks with long-term aspirations (3.53), followed by the statement that university administrators encourage me to go beyond my routine duties (3.51). The statement concerning university administrators' ability to articulate an inspiring vision that promotes optimism about the future received the lowest mean score (3.41).

Table 4.4 Mean and standard deviation of the level of vision communication.

(n = 297)

	Vision Communication	$\bar{X}$	S.D.	Level	Order
1	University administrators clearly describe a desirable and attainable future for our department or university.	3.47	1.08	medium	8
2	University administrators effectively link the organization's vision to its core values and long term strategic goals.	3.55	1.05	high	2
3	University administrators translate abstract strategic objectives into concrete and understandable goals for our team.	3.54	1.08	high	3
4	University administrators use compelling stories or examples to make the vision relatable and memorable.	3.50	1.02	high	6
5	University administrators explain how the shared vision aligns with the interests of both the organization and its members.	3.47	1.08	medium	8
6	University administrators engage in interactive dialogues to discuss and refine the organizational vision.	3.48	1.12	medium	7
7	University administrators adapt their explanation of the vision to suit different audiences and situations (e.g., faculty meetings, one-on-one discussions).	3.56	1.10	high	1
8	University administrators consistently communicate the vision over time to maintain our focus and commitment.	3.51	1.04	high	5
9	University administrators use the shared vision as a tool to unite and guide us toward a common direction.	3.54	1.08	high	3

Table 4.4 (Continued)

(n = 297)					
Vision Communication		$\bar{X}$	S.D.	Level	Order
10	University administrators foster a collective understanding of how our daily work contributes to the long term vision.	3.52	1.06	high	4
Total		3.51	0.87	high	

As presented in Table 4.4, the vision communication dimension achieved an overall mean score of 3.51, reflecting a high level. The individual items showed mean scores ranging from 3.47 to 3.56. The highest score was 3.56, followed by 3.55, while two items received the lowest score of 3.47. Overall, the results indicate that respondents reported a relatively high level of performance in vision communication.

Table 4.5 Mean and standard deviation of the level of individual consideration.

(n = 297)

	Individual Consideration	$\bar{X}$	S.D.	Level	Order
1	University administrators treat me as an individual with unique needs and aspirations, not just as a member of the group.	3.62	1.10	high	8
2	University administrators take the time to understand my personal career goals and professional development needs.	3.64	1.03	high	6
3	University administrators provide me with personalized guidance and coaching to help me improve my performance.	3.67	1.10	high	4
4	University administrators genuinely listen to my concerns and ideas with attention and respect.	3.68	1.11	high	2
5	University administrators give me feedback that is specific, constructive, and tailored to my personal situation.	3.72	1.04	high	1
6	University administrators acknowledge and recognize my individual contributions and achievements.	3.67	1.05	high	3
7	University administrators delegate tasks or responsibilities that align with my strengths and interests.	3.63	1.08	high	7
8	University administrators show care and support for my well-being, not just my work outcomes.	3.61	1.15	high	9
9	University administrators create or advocate for opportunities that foster my personal growth and career advancement.	3.65	1.15	high	5

Table 4.5 (Continued)

(n = 297)					
Individual Consideration		$\bar{X}$	S.D.	Level	Order
10	University administrators build a relationship of trust by showing consistent support for my development.	3.59	1.17	high	10
Total		3.65	0.91	high	

As presented in Table 4.5, the individual consideration dimension achieved an overall mean score of 3.65, indicating a high level. Among the items, the highest mean score was obtained for “university administrators give me feedback that is specific, constructive, and tailored to my personal situation” (3.72), followed by “university administrators genuinely listen to my concerns and ideas with attention and respect” (3.68). The lowest mean score was recorded for “university administrators build a relationship of trust by showing consistent support for my development” (3.59).

Table 4.6 Mean and standard deviation of the level of listening and feedback.

(n = 297)

	Listening and feedback	$\bar{X}$	S.D.	Level	Order
1	University administrators listen attentively to understand my perspective before responding.	3.13	1.12	medium	2
2	University administrators create an environment where I feel safe to express my opinions and concerns without fear of negative consequences.	3.18	1.09	medium	1
3	University administrators encourage me to share my ideas and suggestions openly.	3.06	1.17	medium	4
4	University administrators provide me with timely feedback that helps me improve my performance.	3.04	1.21	medium	5
5	University administrators give constructive feedback that focuses on solutions and future improvement, not just on criticism.	3.01	1.18	medium	8
6	University administrators are open to receiving feedback about their own ideas or leadership style.	3.04	1.10	medium	6
7	University administrators use the feedback they receive to make visible improvements or changes.	3.02	1.20	medium	7
8	University administrators use listening and dialogue to clarify expectations and align our understanding.	2.99	1.19	medium	10
9	University administrators check for understanding by summarizing or asking questions to ensure clear communication.	3.07	1.21	medium	3

Table 4.6 (Continued)

(n = 297)

	Listening and feedback	$\bar{X}$	S.D.	Level	Order
10	University administrators utilize input from team members to collaboratively solve problems.	3.00	1.20	medium	9
	Total	3.05	0.94	medium	

As presented in Table 4.6, the listening and feedback dimension achieved an overall mean of 3.05, reflecting a moderate level. The item scores ranged from 2.99 to 3.18. The highest mean score was 3.18, followed by 3.13, while the lowest score was 2.99. Overall, the findings indicate that listening and feedback was demonstrated at a moderate level, with some variation across the individual items.

Table 4.7 Mean and standard deviation of the level of participative decision making.

(n = 297)

	Participative decision making	$\bar{X}$	S.D.	Level	Order
1	University administrators involve relevant team members in the decision making process for issues that affect them.	3.16	1.13	medium	3
2	University administrators actively seek out diverse opinions and perspectives before making important decisions.	3.21	1.16	medium	1
3	University administrators value and seriously consider the professional expertise of staff and faculty when making decisions.	3.07	1.22	medium	8
4	University administrators create opportunities for open dialogue and consultation when discussing key decisions.	3.11	1.23	medium	5
5	University administrators empower me by giving me a genuine voice in decisions related to my work.	3.05	1.23	medium	9
6	University administrators incorporate the input and suggestions of stakeholders into the final decision.	3.19	1.29	medium	2
7	University administrators explain how different viewpoints were considered in the decision making process.	3.08	1.30	medium	6
8	University administrators foster a sense of psychological autonomy by trusting us to contribute meaningfully to decisions.	3.05	1.26	medium	9
9	University administrators ensure that the decision making process is transparent and communicated clearly to all involved.	3.12	1.29	medium	4

Table 4.7 (Continued)

(n = 297)					
Participative decision making		$\bar{X}$	S.D.	Level	Order
10	University administrators use participative decision making as a way to build broader commitment and reduce resistance to change.	3.08	1.17	medium	7
Total		3.11	0.97	medium	

As presented in Table 4.7, the participative decision making dimension was rated at a moderate level, with an overall mean score of 3.11. The individual item scores ranged from 3.05 to 3.21. The highest mean score was 3.21, followed by 3.19, while two items recorded the lowest mean score of 3.05. Overall, the findings indicate a moderate level of participative decision making, with some differences in the ratings across the individual items.

Part 3: The interview data were analyzed to examine the proposed communication leadership development model.

Part 3 aims to construct a development model for communication leadership. To achieve this goal, this study employed a semi-structured interview method, conducting interviews with 10 mid-level managers from seven public normal universities in Guangxi to explore the current status, influencing factors, and development of communication leadership among administrators. The development needs provided crucial data support for further constructing a communication leadership enhancement model. This study used a specially designed interview outline and presents the information provided by the respondents through the semi-structured interviews.

Table 4.8 Personal information of the interviewee

Interviewee	Education	Position	Work experience	Interview Date and Interview time
Interviewee 1	Doctor's degree	Deputy director	11	February 6, 2026, 9:00 am GMT +8 41 minutes
Interviewee 2	Doctor's degree	Deputy director	10	February 6, 2026 , 10:00 am GMT +8 35 minutes
Interviewee 3	Doctor's degree	Deputy director	9	February 6, 2026 , 11:00 am GMT +8 32 minutes
Interviewee 4	Doctor's degree	Deputy director	13	February 6, 2026 , 3:00 pm GMT +8 39 minutes
Interviewee 5	Doctor's degree	The director	15	February 6, 2026 , 4:00 pm GMT +8 41 minutes
Interviewee 6	Doctor's degree	Deputy director	12	February 7, 2026 , 9:00 am GMT +8 34 minutes
Interviewee 7	Master's degree	Deputy director	14	February 7, 2026 , 10:00 am GMT +8 35 minutes
Interviewee 8	Doctor's degree	The director	16	February 7, 2026 , 11:00 am GMT +8 38 minutes
Interviewee 9	Master's degree	Deputy director	10	February 7, 2026 , 3:00 pm GMT +8 40 minutes

Table 4.8 (Continued)

Interviewee	Education	Position	Work experience	Interview Date and Interview time
Interviewee 10	Doctor's degree	Deputy director	12	February 7, 2026 , 4:00 pm GMT +8 30 minutes

(See the appendix for the specific interview transcript.)

According to Table 4.8, the respondents were ten mid-level managers from seven public normal universities in Guangxi. Regarding their highest level of education, 80% of the respondents held doctoral degrees, and the remaining 20% held master's degrees. In terms of position, eight respondents served as deputy directors, and two served as directors. The table shows that the respondents possessed extensive professional experience. Their individual work experience ranged from 9 to 16 years, with an average of approximately 12.2 years. This indicates that the respondents had rich practical experience and a deep understanding of university management. All interviews were conducted in a semi structured format based on specially designed outlines. The interviews were scheduled for February 6th and 7th, 2026. Each interview was one-on-one, conducted online, and fully recorded. The interview duration ranged from 30 to 41 minutes, with an average of approximately 36.5 minutes per interview. These details demonstrate that the respondents were a highly educated and experienced group, ensuring that the data collected regarding communication leadership development was guided by reliable and experienced professionals.

Table 4.9 Model for developing communication leadership of administrators in public universities in Guangxi.

Contents	Models for developing communication leadership of administrators
Promoting inspirational motivation	1 Be a “translator” for your goals, not a “mouthpiece”: Translate the school's strategy into professional opportunities and personal benefits. Avoid simply reading from the textbook; explain the objectives using language that shows the teacher's concern. 2 Use “storytelling” and “accounting” to establish emotional and rational resonance: Use the college's history and stories of struggle to carry its future vision. Help teachers calculate the actual benefits or workload reduction brought about by the goals. 3 Demonstrate feasible paths and build confidence through success: Once the goal is set, immediately break it down into specific, feasible tasks for the near future. The team's past successes prove “we can do it” with facts. 4 Enhance decision making transparency and share the background information: Share the background, pressures, and competitive environment involved in setting goals to a reasonable extent. Organize discussions early in the planning process to ensure the team's opinions are heard. 5 Conduct management training based on real world scenarios: By reviewing real life success and failure cases, we can learn specific motivational words and actions. Design stress scenarios for simulation exercises and receive on site guidance. 6 Implement a “high-level mentorship system” to gain experience and guidance: Administrators are matched with

Table 4.9 (Continued)

Contents	Models for developing communication leadership of administrators
	school leaders or senior deans as mentors for practical experience. When encountering specific motivational difficulties, seek analysis and advice from your mentor.
	7 Focusing on “building psychological capital,” managers should lead by example: Train administrators on how to maintain optimism, resilience, and hope under pressure. Administrators are encouraged to proactively identify and disseminate small success signals within their teams.
Enhancing vision communication	1 Translate macro-level planning into a clear task list: Break down macro-level directives into specific action items, clearly defining the responsible parties, timelines, and delivery standards. When deploying tasks, communicate the available resources, permissions, and clear operation paths simultaneously. 2 Transform goals into team consensus through collaborative creation: Organize meetings using visualization tools (such as whiteboards and online documents) to guide the team in collectively breaking down the strategy. Through collective discussion and categorization, abstract goals are transformed into specific tasks that are mutually agreed upon by the team. 3 Proactively associate resources to ensure reliable deployment: Before communicating the strategy, clarify and secure the necessary human, financial, and policy support. Clearly communicate to the team what support they have and what limitations exist, manage expectations and build trust.

Table 4.9 (Continued)

Contents	Models for developing communication leadership of administrators
4 Customize implementation plans for different disciplines and departments: Formulate differentiated implementation plans based on the different characteristics of arts, sciences, engineering, and administration. Refer to and establish a database of excellent conversion cases both inside and outside the institute, as templates and references for developing the plan. 5 Design phased roadmaps for long term development tasks: For long term projects such as infrastructure development, work with the team to set clear phased milestones. Develop an inclusive phased assessment and communication program that aligns with long term objectives. 6 Clearly communicate the value and evaluation criteria of diverse contributions: It clearly explains how various tasks, such as teaching, research, management, and services, support the overall strategy. Provide clear guidelines on how non scientific strategic contributions are identified, documented, and measured. 7 Establish a strategic coordination mechanism to resolve policy conflicts: Proactively identify and report upwards any conflicts in resources or requirements between different strategies. Clearly define the priorities of different strategic tasks within the department to provide a basis for decision making.	
Enhancing individual consideration	1 Regularly assess individual development needs: Conduct individual discussions to understand different career goals. Establish an individual development needs file as a supporting

Table 4.9 (Continued)

Contents	Models for developing communication leadership of administrators
	basis. 2 Fair allocation of key development resources: Actively connect members with scarce opportunities such as training and study abroad programs. Establish a transparent application and allocation mechanism based on contributions. 3 Provide specific and timely personalized feedback: Provide improvement suggestions based on specific behaviors and examples. Timely recognition should be given to both process efforts and non scientific contributions. 4 Institutional guarantees for subordinates' development time: We should strive to establish systems such as “academic leave” to ensure sufficient time for in depth learning. Promote the establishment of a temporary staffing supplement mechanism to alleviate team pressure. 5 Build an internal and external development support network: Connect subordinates with senior mentors within the university for guidance. Actively recommend outstanding subordinates to the school and external networks. 6 Synergistic Individual Development and Team Tasks: Communicate in advance about the short term impact of personal development on the team and develop a transition plan. In departmental planning, individual goals and team tasks are designed collaboratively.
Developing listening and feedback	1 Proactively create a safe speaking environment: Make a public commitment to protect members who offer criticism. Administrators take the lead in openly discussing their own mistakes, promoting an atmosphere of openness.

Table 4.9 (Continued)

Contents	Models for developing communication leadership of administrators
2	Institutionalize and routine the listening process: Make the “Suggestions and Difficulties” field a required field in the periodic reports. After key mission milestones, mandatory short informal listening meetings should be arranged.
3	Practice deep listening to achieve deep understanding: When listening, first restate the other person's point of view and feelings to confirm their understanding. After discussion, a consensus must be reached to ensure a unified understanding.
4	Implement tiered closed loop management for all feedback: Issues that can be resolved immediately should be decided on the spot; those requiring support from higher authorities should have a clear feedback path.
5	Focus on problem solving rather than assigning blame: When problems arise, first guide the discussion to focus on “what we have learned” and “how to improve”. Use neutral language during debriefings, focusing on system improvements rather than individual accountability.
6	Administrators proactively seek out and demonstrate how to accept feedback: Regularly and proactively solicit suggestions from subordinates for improvement of their management practices. When receiving criticism, first express gratitude and reflect on it.
7	Quickly create “early success stories” to build trust: Quickly resolve one or two easily fixable issues and publicly attribute the credit to the proposer. By demonstrating how “opinions bring about change,” we can encourage proactive feedback.

Table 4.9 (Continued)

Contents	Models for developing communication leadership of administrators
8 Clearly manage feedback expectations and distinguish between emotions and facts: When soliciting opinions, explain in advance any possible decision making constraints. When listening, actively distinguish between “emotional appeals” and “core facts”.	
Increasing participative decision making	1 Clearly define and delegate specific decision making authority: Publish the delegation list and clarify the matters for team-based independent decision making. For authorized matters, only the results are required to be reported; the process is not interfered with. 2 Implement transparent decision making processes: A three-stage process of gathering opinions, public disclosure, and explanation will ensure transparency in decision making. Afterward, an explanation will clarify how the opinions were incorporated. 3 Ensure that professional opinions carry decisive weight: For technical matters, decisions are made by an anonymous panel of experts through voting. Administrators act as organizers, respecting and enforcing the voting results. 4 Implement an integrated responsibility system encompassing decision making, implementation, and evaluation: The tasks are packaged into “micro projects” and then bid on by the teams. The project team's performance is directly linked to the project's outcomes. 5 Open up decision making topics from the source: Establish a system so that some issues can be proposed directly by employees. When discussing topics, multiple alternative.

Table 4.9 (Continued)

Contents	Models for developing communication leadership of administrators
	solutions must be provided
	6 Ensure deep participation in the decision making process: Important meetings should announce their agenda and materials in advance to allow time for consideration. The establishment process involves publicly examining the key premises upon which the decision making is based.
	7 Recognize the value of participation and establish a system of checks and balances: After making a decision, acknowledge and highlight the contributions of key opinion providers. Stakeholder groups can request a suspension of decision making and the initiation of a review process.

As shown in Table 4.9, the proposed framework consists of five dimensions with a total of 35 measures. The distribution includes 7 measures related to inspirational motivation, 7 to vision communication, 6 to individual consideration, 8 to listening and feedback, and 7 to participative decision making. The five aspects work together as an integrated framework to strengthen administrators' communication leadership.

01 Promoting inspirational motivation

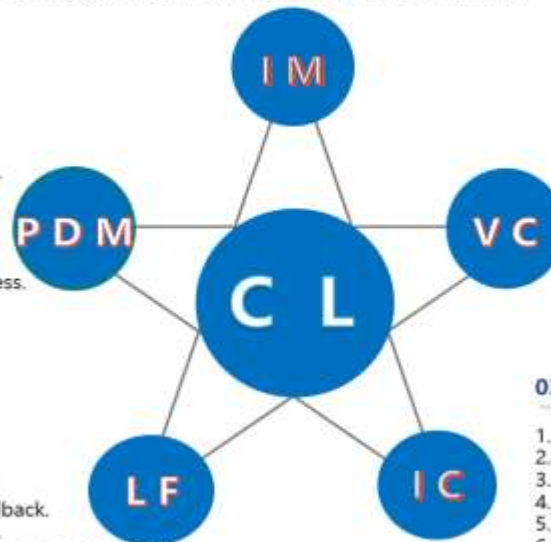
1. Be a "translator" for your goals, not a "mouthpiece"
2. Use "storytelling" and "accounting" to establish emotional and rational resonance.
3. Demonstrate feasible paths and build confidence through success.
4. Enhance decision-making transparency and share the background information.
5. Conduct management training based on real-world scenarios.
6. Implement a "high-level mentorship system" to gain experience and guidance.
7. Focusing on "building psychological capital," managers should lead by example.

05 Increasing participative decision making

1. Clearly define and delegate specific decision-making authority.
2. Implement transparent decision-making processes.
3. Ensure that professional opinions carry decisive weight.
4. Implement an integrated responsibility system encompassing decision-making, implementation, and evaluation.
5. Open up decision-making topics from the source.
6. Ensure deep participation in the decision-making process.
7. Recognize the value of participation and establish a system of checks and balances.

04 Developing listening and feedback

1. Proactively create a safe speaking environment.
2. Institutionalize and routine the listening process.
3. Practice deep listening to achieve deep understanding.
4. Implement tiered closed-loop management for all feedback.
5. Focus on problem-solving rather than assigning blame.
6. Managers proactively seek out and demonstrate how to accept feedback.
7. Quickly create "early success stories" to build trust.
8. Clearly manage feedback expectations and distinguish between emotions and facts.



02 Enhancing vision communication

1. Translate macro-level planning into a clear task list.
2. Transform goals into team consensus through collaborative creation.
3. Proactively associate resources to ensure reliable deployment.
4. Customize implementation plans for different disciplines and departments.
5. Design phased roadmaps for long-term development tasks.
6. Clearly communicate the value and evaluation criteria of diverse contributions.
7. Establish a strategic coordination mechanism to resolve policy conflicts.

03 Enhancing individual consideration

1. Regularly assess individual development needs.
2. Fair allocation of key development resources.
3. Provide specific and timely personalized feedback.
4. Institutional guarantees for subordinates' development time.
5. Build an internal and external development support network.
6. Synergistic Individual Development and Team Tasks.

Figure 4.1 Model for developing communication leadership

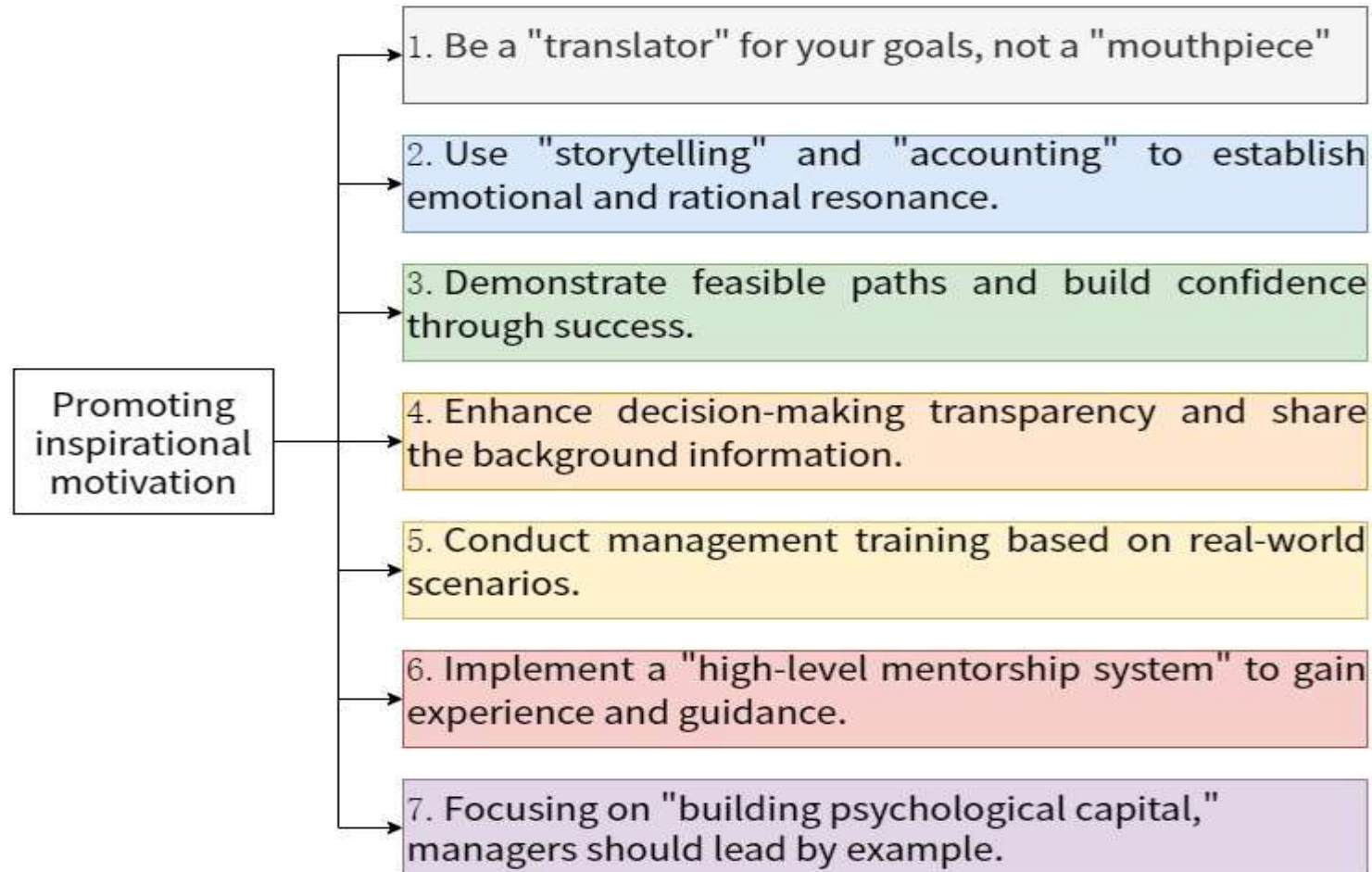


Figure 4.2 The model of promoting inspirational motivation

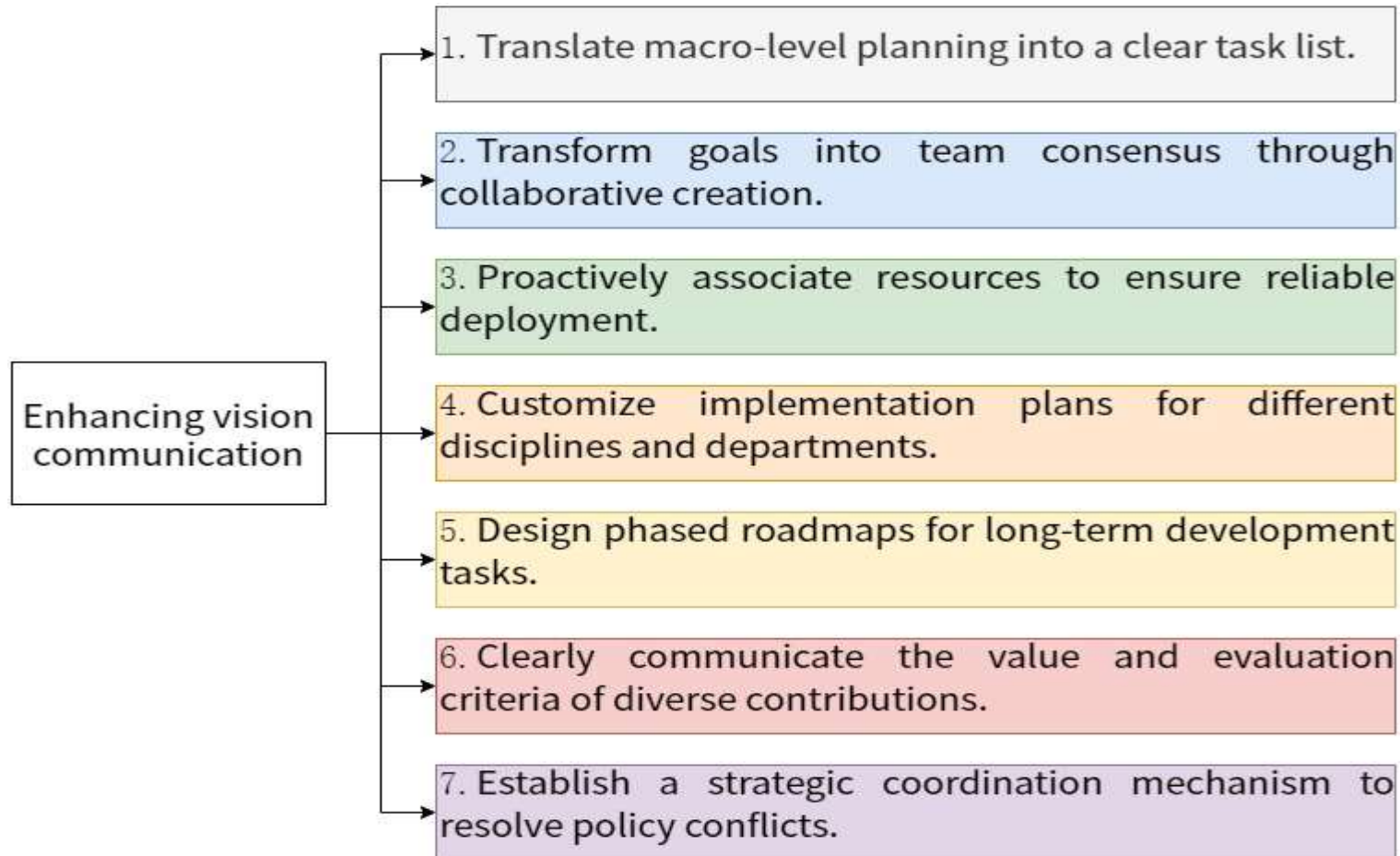


Figure 4.3 The model of enhancing vision communication

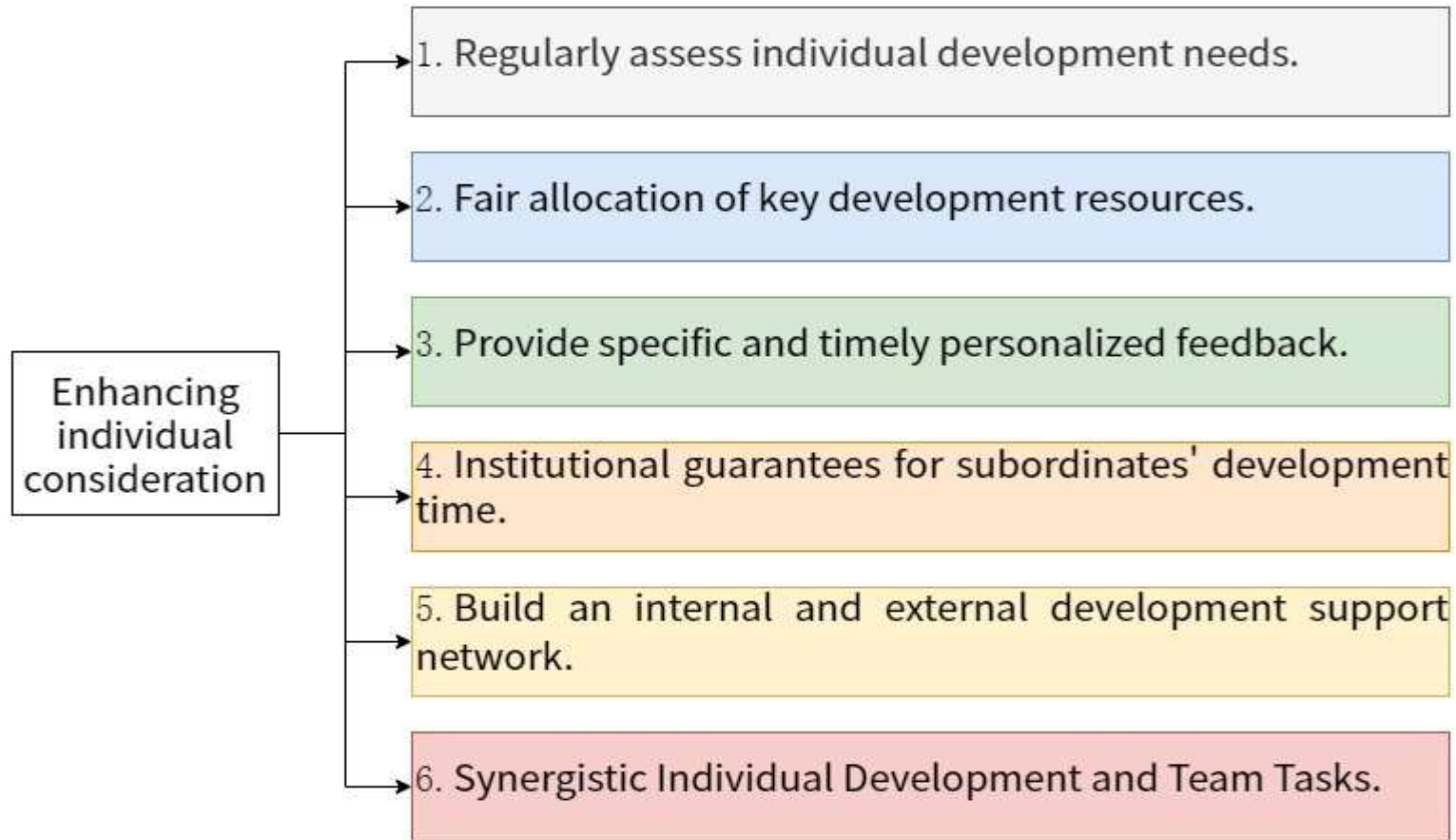


Figure 4.4 The model of enhancing individual consideration

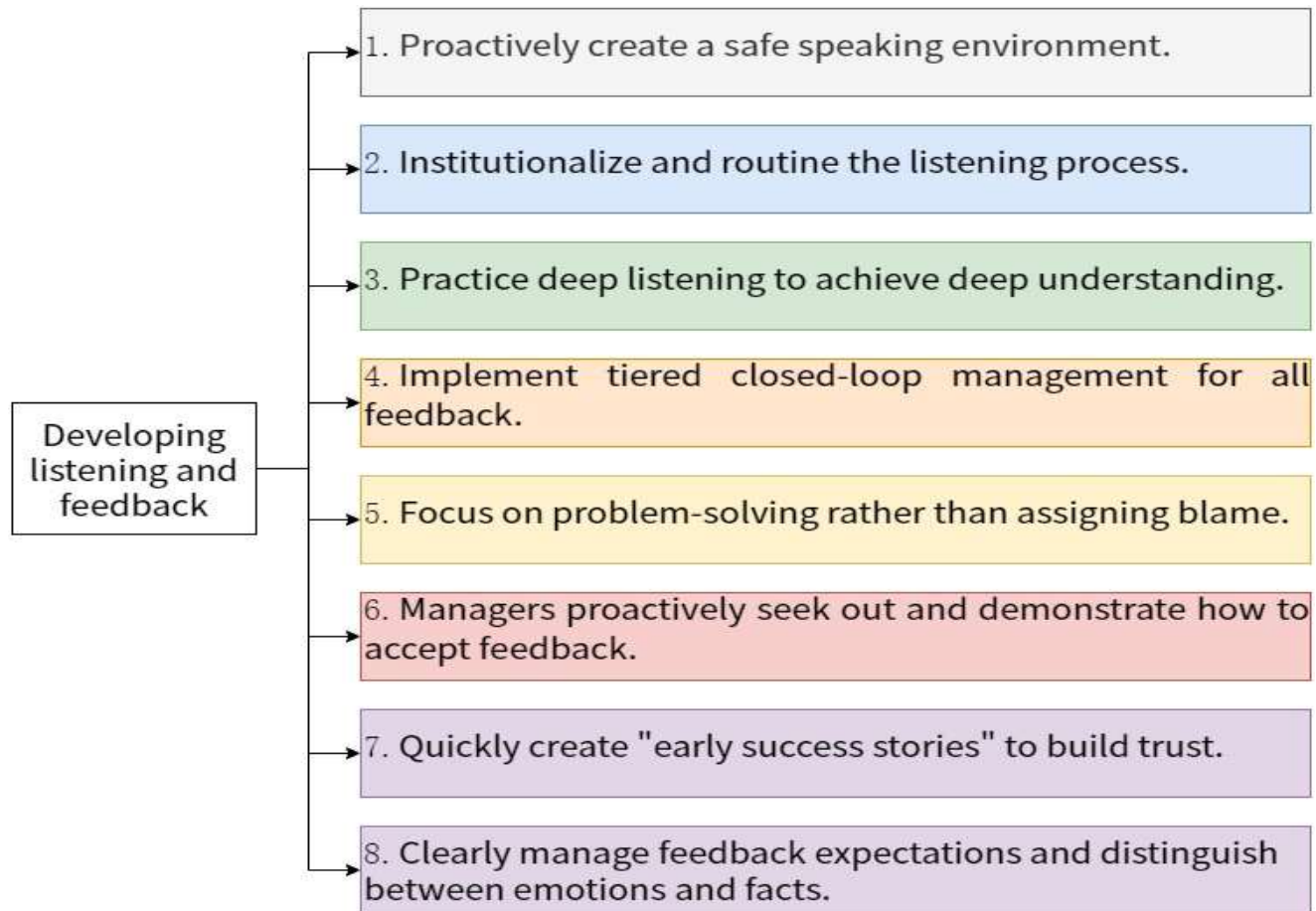


Figure 4.5 The model of increasing developing listening and feedback

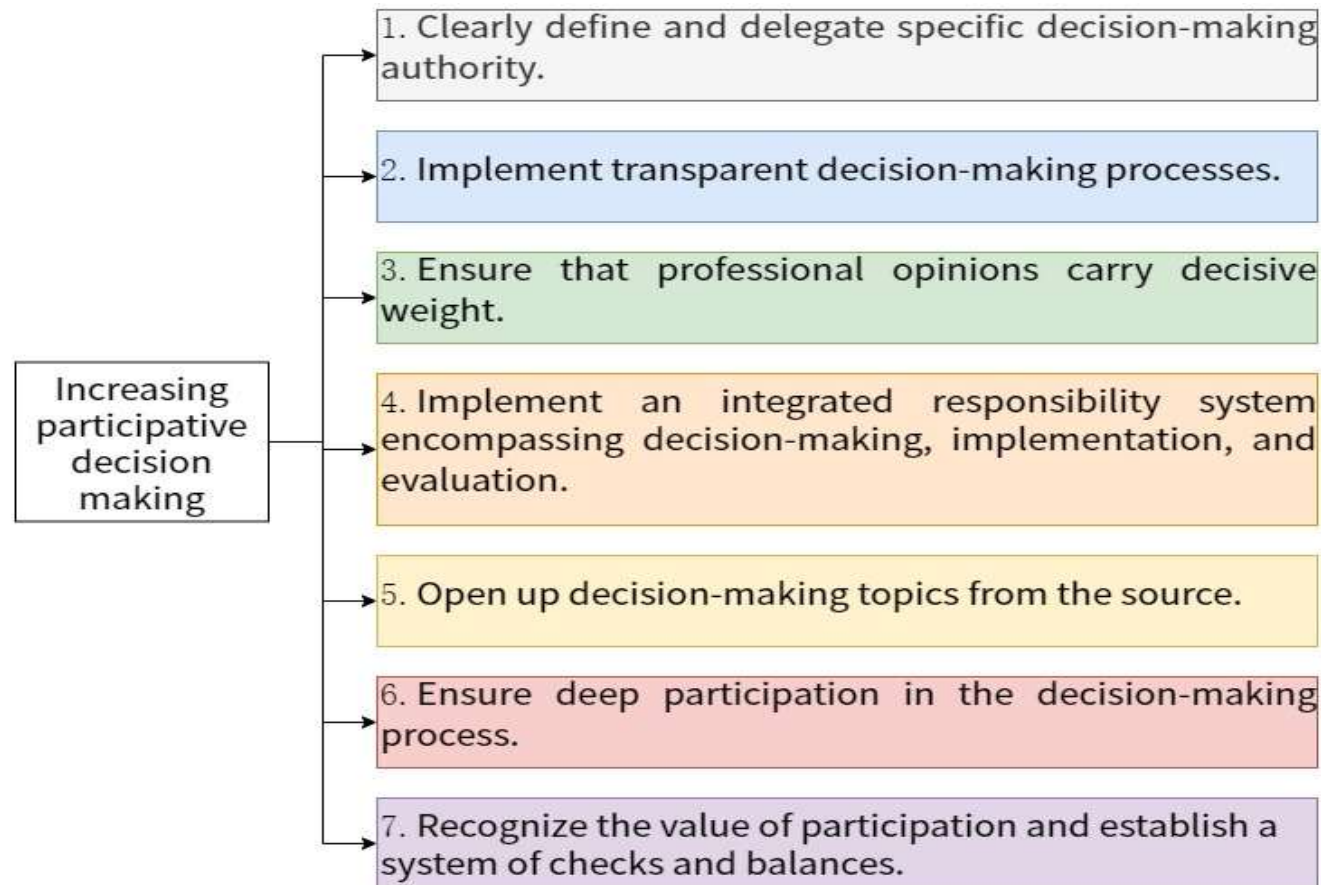


Figure 4.6 The model of increasing participative decision making

Part 4: The suitability and feasibility of the communication leadership development model were evaluated using the mean and standard deviation.

Table 4.10 Mean and standard deviation of the suitability and feasibility of model for developing communication leadership.

(N = 9)

Model for developing communication leadership of administrators in public universities in Guangxi		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	Promoting inspirational motivation	4.65	0.46	highest	4.71	0.46	highest
2	Enhancing vision communication	4.67	0.46	highest	4.70	0.47	highest
3	Enhancing individual consideration	4.65	0.49	highest	4.63	0.49	highest
4	Developing listening and feedback	4.71	0.44	highest	4.67	0.43	highest
5	Increasing participative decision making	4.75	0.43	highest	4.73	0.46	highest
Total		4.69	0.46	highest	4.69	0.46	highest

As presented in Table 4.10, the proposed model was rated highly in terms of both suitability and feasibility. The suitability assessment obtained an overall mean score of 4.69 with a standard deviation of 0.46. Across the five dimensions, mean scores ranged from a highest value of 4.75 to a lowest value of 4.65, indicating consistent expert evaluations.

For feasibility, the overall mean score was 4.75, with a standard deviation of 0.46. Mean scores across the five dimensions ranged from 4.63 at the lowest to 4.73 at the highest, demonstrating a high level of expert agreement and little variation.

Table 4.11 Mean and standard deviation of the suitability and feasibility of model in promoting inspirational motivation.

(N = 9)

Model in Promoting inspirational motivation		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
Promoting inspirational motivation							
1	Be a “translator” for your goals, not a “mouthpiece”.	4.33	0.50	high	4.78	0.44	highest
2	Use “storytelling” and “accounting” to establish emotional and rational resonance.	4.67	0.50	highest	4.89	0.33	highest
3	Demonstrate feasible paths and build confidence through success.	4.78	0.44	highest	4.67	0.50	highest
4	Enhance decision making transparency and share the background information.	4.44	0.53	high	4.78	0.44	highest
5	Conduct management training based on real world scenarios.	4.67	0.50	highest	4.56	0.53	highest
6	Implement a “high-level mentorship system” to gain experience and guidance.	4.78	0.44	highest	4.78	0.44	highest
7	Focusing on “building psychological capital,” managers should lead by example.	4.89	0.33	highest	4.56	0.53	highest
Total		4.65	0.46	highest	4.71	0.46	highest

As shown in Table 4.11, the suitability of the proposed measures for promoting inspirational motivation was evaluated at a high level, with an overall mean score of 4.65 and a standard deviation of 0.46. The small standard deviation indicates that the experts’ ratings were relatively consistent. When the individual

measures were compared, their mean scores extended from 4.33 at the lower end to 4.89 at the upper end, demonstrating a generally favorable assessment of the proposed measures.

In terms of feasibility, the same dimension obtained an overall mean score of 4.71, accompanied by a standard deviation of 0.46. This relatively small deviation also suggests a high degree of consistency among the expert evaluations. The mean scores for the individual measures ranged between 4.56 and 4.89, with the highest and lowest values falling within the high evaluation range. Overall, the findings indicate that the proposed measures for promoting inspirational motivation were regarded as both suitable and feasible by the experts.

Table 4.12 Mean and standard deviation of the suitability and feasibility of model in enhancing vision communication.

(N = 9)

Model in Enhancing vision communication		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
Enhancing vision communication							
1	Translate macro level planning into a clear task list.	4.78	0.44	highest	4.67	0.50	highest
2	Transform goals into team consensus through collaborative creation.	4.67	0.50	highest	4.67	0.50	highest
3	Proactively associate resources to ensure reliable deployment.	4.44	0.53	high	4.56	0.53	highest
4	Customize implementation plans for different disciplines and departments.	4.44	0.53	high	4.89	0.33	highest
5	Design phased roadmaps for long term development tasks.	4.89	0.33	highest	4.78	0.44	highest
6	Clearly communicate the value and evaluation criteria of diverse contributions.	4.56	0.53	highest	4.78	0.44	highest
7	Establish a strategic coordination mechanism to resolve policy conflicts.	4.89	0.33	highest	4.56	0.53	highest
Total		4.67	0.46	highest	4.70	0.47	highest

As shown in Table 4.12, the suitability of the proposed measures for enhancing vision communication was evaluated at a high level, with an overall mean score of 4.67 and a standard deviation of 0.46. The relatively small standard deviation indicates a consistent pattern in the experts' ratings. Across the individual

measures, the mean scores ranged from 4.44 to 4.89, demonstrating that all measures received favorable suitability evaluations. The highest mean score was 4.89, while the lowest was 4.44.

With regard to feasibility, enhancing vision communication received an overall mean score of 4.70, with a standard deviation of 0.47. The small variation in the ratings suggests a relatively high degree of agreement among the experts. The mean scores for the individual measures ranged between 4.56 and 4.89. The highest score reached 4.89, whereas the lowest score was 4.56, indicating that the proposed measures were generally considered highly feasible for implementation

Table 4.13 Mean and standard deviation of the suitability and feasibility of model in enhancing individual consideration.

(N = 9)

Model in Enhancing individual consideration		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
Enhancing individual consideration							
1	Regularly assess individual development needs.	4.78	0.44	highest	4.44	0.53	high
2	Fair allocation of key development resources	4.78	0.44	highest	4.67	0.50	highest
3	Provide specific and timely personalized feedback.	4.67	0.50	highest	4.44	0.53	high
4	Institutional guarantees for subordinates' development time.	4.67	0.50	highest	4.67	0.50	highest
5	Build an internal and external development support network	4.56	0.53	highest	4.78	0.44	highest
6	Synergistic Individual Development and Team Tasks	4.44	0.53	high	4.78	0.44	highest
Total		4.65	0.49	highest	4.63	0.49	highest

As presented in Table 4.13, the proposed measures for enhancing individual consideration received a high suitability rating, with an overall mean score of 4.65 and a standard deviation of 0.49. The relatively small standard deviation suggests that the experts' evaluations were generally consistent. Across the individual measures, the mean scores ranged from 4.44 to 4.78, with the highest score reaching 4.78 and the lowest score recorded at 4.44. These results indicate that the proposed measures were viewed favorably in terms of suitability.

Regarding feasibility, the overall mean score for enhancing individual consideration was 4.63, accompanied by a standard deviation of 0.49. The relatively small variation indicates a high degree of consistency among the expert ratings. The mean scores of the individual measures ranged from 4.44 to 4.78. The highest mean

score was 4.78, whereas the lowest was 4.44, demonstrating that the proposed measures were generally considered highly feasible for implementation.

Table 4.14 Mean and standard deviation of the suitability and feasibility of model in developing listening and feedback.

(N = 9)

Model for developing communication leadership of administrators in public universities in Guangxi		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
Developing listening and feedback							
1	Proactively create a safe speaking environment.	4.67	0.50	highest	4.33	0.50	high
2	Institutionalize and routine the listening process.	4.89	0.33	highest	4.67	0.50	highest
3	Practice deep listening to achieve deep understanding.	4.89	0.33	highest	4.67	0.50	highest
4	Implement tiered closed loop management for all feedback.	4.56	0.53	highest	5.00	0.00	highest
5	Focus on problem solving rather than assigning blame.	4.44	0.53	high	4.78	0.44	highest
6	Managers proactively seek out and demonstrate how to accept feedback.	4.56	0.53	highest	4.67	0.50	highest
7	Quickly create “early success stories” to build trust.	4.78	0.44	highest	4.67	0.50	highest
8	Clearly manage feedback expectations and distinguish between emotions and facts.	4.89	0.33	highest	4.56	0.53	highest
Total		4.71	0.44	high	4.67	0.43	high

As presented in Table 4.14, the proposed measures for developing listening and feedback were evaluated at a high level of suitability, with an overall mean score of 4.71 and a standard deviation of 0.44. The relatively small standard deviation indicates that the expert ratings were generally consistent. Across the individual measures, the mean scores ranged from 4.44 to 4.89. The highest mean score was 4.89, while the lowest was 4.44, indicating favorable evaluations of the proposed measures in terms of suitability.

In terms of feasibility, the overall mean score for developing listening and feedback was 4.67, with a standard deviation of 0.43. The small variation in the ratings suggests a relatively high level of agreement among the experts. The mean scores across the individual measures ranged from 4.33 to 5.00, with the highest score reaching 5.00 and the lowest score being 4.33. Overall, the findings indicate that the proposed measures were considered highly feasible for implementation.

Table 4.15 Mean and standard deviation of the suitability and feasibility of model in increasing participative decision making.

(N = 9)

Model in Increasing participative decision making		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
Increasing participative decision making							
1	Clearly define and delegate specific decision making authority.	4.89	0.33	highest	4.78	0.44	highest
2	Implement transparent decision making processes.	4.89	0.33	highest	4.78	0.44	highest
3	Ensure that professional opinions carry decisive weight.	4.67	0.50	highest	4.78	0.44	highest
4	Implement an integrated responsibility system encompassing decision making, implementation, and evaluation.	4.56	0.53	highest	4.78	0.44	highest
5	Open up decision making topics from the source.	4.78	0.44	highest	4.78	0.44	highest
6	Ensure deep participation in the decision making process.	4.56	0.53	highest	4.56	0.53	highest
7	Recognize the value of participation and establish a system of checks and balances.	4.89	0.33	highest	4.67	0.50	highest
Total		4.75	0.43	highest	4.73	0.46	highest

As presented in Table 4.15, the proposed measures for increasing participative decision making received a high suitability rating, with an overall mean score of 4.75 and a standard deviation of 0.43. The relatively small standard deviation indicates that the experts' ratings were generally consistent. Across the individual measures, the mean scores ranged from 4.56 to 4.89. The highest mean score was 4.89, while

the lowest was 4.56, demonstrating a favorable assessment of the proposed measures in terms of suitability.

Regarding feasibility, the overall mean score for increasing participative decision making was 4.73, with a standard deviation of 0.46. The small variation in the ratings suggests a relatively high level of agreement among the experts. The mean scores across the individual measures ranged from 4.56 to 4.78. The highest score reached 4.78, whereas the lowest was 4.56, indicating that the proposed measures were also considered highly feasible for implementation.

Chapter 5

Conclusion Discussion and Recommendations

The study was designed to develop a framework for strengthening communication leadership among university administrators in Guangxi. It examined the existing level of communication leadership, established a development model, and subsequently assessed the model's suitability and feasibility. Five dimensions were incorporated into the proposed framework. The quantitative sample comprised 297 administrators from seven public normal universities in Guangxi, while interviews were conducted with 10 high-level administrators. The research instruments were documents analyze, questionnaire, and semi structured interview. The statistics to analyze the data were percentage, average value, and standard deviation. The conclusion, discussion and recommendations of this research were as follows:

Conclusion

The study examined the development of communication leadership among university administrators in Guangxi. The conclusions are summarized in three main areas:

Part 1: The level of communication leadership for administrators in public universities in Guangxi.

Part 2: Model for developing communication leadership for administrators in public universities in Guangxi.

Part 3: The suitability and feasibility of model for developing communication leadership for administrators in public universities in Guangxi.

Part 1: The level of communication leadership for administrators in public universities in Guangxi.

Overall, administrators demonstrated a moderate level of communication leadership across the five dimensions. Based on the mean scores, individual consideration ranked first, followed by vision communication, inspirational

motivation, and participative decision making, while listening and feedback received the lowest rating.

1. Inspirational motivation was at medium level. The mean scores of the related items varied from the highest to the lowest as follows: the highest mean was university administrators create a collective sense of purpose that bridges our daily tasks to long term aspirations, followed by university administrators articulate an inspiring vision that makes me feel optimistic about our future was the lowest mean.

2. Vision Communication was at high level. The mean scores of the related items varied from the highest to the lowest as follows: the highest mean was university administrators adapt their explanation of the vision to suit different audiences and situations (e.g., faculty meetings, one-on-one discussions), followed by university administrators clearly describe a desirable and attainable future for our department or university, university administrators explain how the shared vision aligns with the interests of both the organization and its members were the lowest mean.

3. Individual Consideration was at high level. The mean scores of the related items varied from the highest to the lowest as follows: the highest mean was university administrators give me feedback that is specific, constructive, and tailored to my personal situation, followed by university administrators build a relationship of trust by showing consistent support for my development was the lowest mean.

4. Listening and feedback was at medium level. The mean scores of the related items varied from the highest to the lowest as follows: the highest mean was university administrators create an environment where I feel safe to express my opinions and concerns without fear of negative consequences, followed by university administrators use listening and dialogue to clarify expectations and align our understanding was the lowest mean.

5. Participative decision making was at medium level. C The mean scores of the related items varied from the highest to the lowest as follows: the highest mean was university administrators actively seek out diverse opinions and perspectives before making important decisions, followed by university administrators empower

me by giving me a genuine voice in decisions related to my work, University administrators foster a sense of psychological autonomy by trusting us to contribute meaningfully to decisions were the lowest mean.

Part 2: Model for developing communication leadership for administrators in public universities in Guangxi.

The proposed framework comprises five dimensions and 35 measures designed to strengthen communication leadership among administrators in public universities in Guangxi. The measures are organized into five areas: inspirational motivation with 7 measures, vision communication with 7 measures, individual consideration with 6 measures, listening and feedback with 8 measures, and participative decision making with 7 measures.

1. Promoting inspirational motivation included 7 measures focusing on strengthening administrators' capacity to communicate goals in an engaging manner, connect organizational objectives with meaningful narratives, demonstrate practical routes toward achievement, improve openness in decision processes, provide context-based management development, facilitate mentoring and experience sharing, and strengthen psychological confidence through appropriate leadership behaviors.

2. Enhancing vision communication comprised 7 measures emphasizing the translation of broad institutional directions into practical priorities, the development of shared goals through collaboration, appropriate resource coordination, adaptation to differences among academic and administrative units, phased planning for long-term development, clarification of contribution and evaluation standards, and coordination across policies and organizational responsibilities.

3. Enhancing individual consideration consisted of 6 measures centered on understanding staff development priorities, ensuring equitable access to professional resources, providing useful developmental feedback, creating appropriate conditions for staff development, expanding professional support networks, and connecting individual growth with collective organizational objectives.

4. Developing listening and feedback contained 8 measures addressing the creation of a supportive communication climate, the establishment of regular opportunities for listening, attentive understanding of staff perspectives, appropriate follow-up to feedback, a solution-oriented approach to problems, leaders' willingness to receive and respond to suggestions, the use of early positive outcomes to strengthen trust, and appropriate interpretation and management of different types of feedback.

5. Increasing participative decision making included 7 measures related to clarifying decision responsibilities, maintaining openness in decision procedures, recognizing the contribution of professional expertise, connecting decision authority with implementation and evaluation responsibilities, providing opportunities for staff to raise issues, facilitating meaningful involvement throughout decision processes, and maintaining appropriate institutional safeguards for participation.

Part 3: The suitability and feasibility of model for developing communication leadership for administrators in public universities in Guangxi.

The expert assessment indicated that the proposed model was highly suitable and feasible for developing communication leadership among administrators in public universities in Guangxi. The mean scores across the five dimensions showed only limited differences, while the relatively low standard deviations reflected a strong degree of agreement among the experts. In terms of suitability, increasing participative decision making received the strongest evaluation, followed by developing listening and feedback. Promoting inspirational motivation and enhancing individual consideration were positioned at the lower end of the suitability assessment. For feasibility, increasing participative decision making again obtained the most favorable evaluation, followed by promoting inspirational motivation, whereas enhancing individual consideration recorded the lowest mean score.

For promoting inspirational motivation, the expert evaluations confirmed a high level of suitability and feasibility. The suitability results particularly emphasized the importance of administrators demonstrating confidence through personal example, showing realistic routes toward achievement, and providing opportunities

for mentoring and professional guidance. In contrast, translating organizational goals into meaningful messages received comparatively less support. Regarding feasibility, the use of narrative approaches to connect emotional and rational understanding was viewed most favorably. Goal translation, greater openness regarding decision-related information, and mentoring arrangements were also considered practical. Management training based on practical situations and efforts aimed at strengthening psychological capital received relatively lower feasibility evaluations, suggesting that these initiatives may require greater organizational resources and sustained support.

For enhancing vision communication, both suitability and feasibility were evaluated positively, with limited differences among expert responses. The suitability assessment placed greater emphasis on long-term planning and coordination across potentially conflicting policies, followed by the conversion of broad institutional strategies into clearly defined tasks. Resource coordination and adaptation of implementation arrangements to different academic or administrative units received comparatively lower suitability ratings. In terms of feasibility, adapting implementation arrangements to specific disciplines and departments was viewed most positively, followed by phased planning and clarification of the contribution and evaluation of different forms of work. Resource coordination and cross-policy coordination received relatively lower feasibility evaluations. Overall, the findings indicate that the framework provides a practical basis for connecting institutional vision with differentiated implementation.

For enhancing individual consideration, the expert assessments were also favorable in both dimensions. Suitability evaluations placed particular emphasis on understanding individual development priorities and linking personal development with collective organizational responsibilities. Personalized feedback and protected opportunities for professional development were also positively assessed. The expert responses showed relatively little variation, indicating substantial agreement regarding the importance of individualized support. With respect to feasibility, establishing broader professional support connections and integrating individual development with team responsibilities received the strongest evaluations. Equitable

access to development resources and protected development opportunities were also viewed positively, whereas systematic identification of individual needs and the provision of highly specific feedback were considered comparatively more demanding in practical implementation.

For developing listening and feedback, the model received favorable assessments in both suitability and feasibility. The suitability results highlighted the importance of establishing regular communication opportunities, understanding staff perspectives carefully, and clarifying the nature and expectations of feedback. Building early positive outcomes to strengthen trust and adopting a problem-solving orientation received comparatively lower suitability evaluations. In terms of feasibility, a structured approach to processing and following up on feedback was rated most highly, followed by a solution-oriented response to problems. Creating an environment in which staff feel fully comfortable expressing concerns received the lowest feasibility evaluation, suggesting that cultural and organizational conditions may influence the practical application of this dimension.

For increasing participative decision making, both suitability and feasibility achieved particularly strong evaluations. The suitability results emphasized clear allocation of decision responsibilities, openness in decision procedures, and institutional safeguards that support meaningful participation. Providing opportunities for employees to introduce issues was also positively assessed, whereas linking decision participation with deeper involvement and integrating responsibility across different stages received comparatively lower suitability ratings. Regarding feasibility, clear decision authority, transparent procedures, recognition of professional expertise, stronger links between decision authority and subsequent implementation, and opportunities to introduce issues were all highly rated. Maintaining institutional support for participation received a relatively favorable assessment, while achieving extensive involvement throughout the decision process was considered comparatively more difficult. The overall pattern demonstrates strong expert confidence in the practical value of participative decision making while also highlighting the need to address organizational barriers to deeper participation.

Discussion

The study focused on strengthening communication leadership among university administrators in Guangxi. The discussion of the findings is presented in three major areas:

Part 1: The level of communication leadership for administrators in public universities in Guangxi.

Part 2: Model for developing communication leadership for administrators in public universities in Guangxi.

Part 3: The suitability and feasibility of model for developing communication leadership for administrators in public universities in Guangxi.

Part 1: The level of communication leadership for administrators in public universities in Guangxi.

The findings showed that administrators' overall communication leadership was at a moderate level. In terms of the mean scores, individual consideration ranked highest, followed by vision communication, inspirational motivation, participative decision making, and listening and feedback, which received the lowest rating. Among these, individual consideration ranked the highest among the five variables. This is because communication leadership places great emphasis on leaders' attention to individual needs, personalized support, and developmental guidance. Leaders who demonstrate individual consideration treat subordinates as unique individuals, provide tailored feedback, and act as coaches or mentors, which helps build trust and enhance motivation. As Avolio, Waldman, and Yammarino (1991, p.9-16) noted, transformational leaders demonstrate individualized consideration by attending to the individual needs of employees, listening to their concerns, and taking on a mentoring role, which helps develop followers to higher levels of potential. Similarly, Shamir, House, and Arthur (1993, p.577-594) believe that transformational leadership emphasizes the connection between the individual and the collective, thereby improving the self efficacy and collective efficacy of followers.

Among the five variables, listening and feedback ranked the lowest, but overall remained at a medium level. This may be because effective listening and

feedback require sustained two way communication, open attitudes, and active responses, which are more difficult to achieve in daily management practice. Listening and feedback emphasize leaders' ability to actively receive information, provide constructive responses, and create a psychologically safe environment for dialogue. Hackman and Johnson (2013) emphasized that effective leadership communication depends not only on information transmission but also on leaders' ability to listen carefully and respond appropriately to subordinates' concerns. Furthermore, Tourish & Robson (2006, p.711-730) demonstrated that even when formal feedback mechanisms exist, managers often disregard critical upward communication due to sensemaking biases and hierarchical dynamics that privilege managerial orthodoxy over subordinate voices. Therefore, although administrators demonstrated an overall medium level of communication leadership, the aspect of listening and feedback was relatively weak and requires further strengthening.

1. Inspirational motivation was at a medium level. This reflects administrators' basic capacity to communicate an inspiring vision and foster optimism about the future development of their universities. They are able to create a collective sense of purpose that bridges daily tasks to long term aspirations and express confidence in the team's ability to meet challenges, which helps boost basic enthusiasm and engagement within the organization. However, current results indicate room for improvement: these administrators could further strengthen their ability to translate abstract strategic objectives into tangible personal benefits and professional development opportunities for individual faculty members. This includes not only communicating high standards and expectations but also demonstrating feasible pathways to align institutional goals with individual professional development. Moreover, administrators in public universities in Guangxi increasingly need to improve decision making transparency and share contextual information about the competitive environment and policy pressures influencing strategic objectives. When faculty members understand the logic behind institutional directives, they are more likely to internalize these objectives as personal goals rather than viewing them as top down commands. Moreover, administrators should

give greater attention to building psychological capital and leading by example, especially under the dual pressures of regional development tasks and internationalization demands, maintaining optimism and resilience. By actively identifying and disseminating small success signals within their teams, they can continuously inspire the enthusiasm and motivation of their subordinates amidst the dynamic challenges of higher education reform. In summary, administrators demonstrate a foundational capacity to communicate institutional aspirations and build collective goals. However, continued attention should be given to aligning individual and organizational objectives, making goal-setting procedures more transparent, and identifying practical routes to successful implementation. Such efforts are important for sustaining strong performance and advancing institutional effectiveness. These efforts help cultivate a motivated workforce capable of tackling the complex challenges of the China's higher education gateway to ASEAN and the “Double First Class” initiative. According to Gomes (2014, p.53–114), effective leaders inspire employees by giving their work a clear sense of purpose and meaningful challenges. Communicating a positive future vision and expressing high expectations can encourage enthusiasm, optimism, and a stronger sense of team spirit among followers. Hughes (2014) suggested that motivating individuals requires optimism about the future and the ability to effectively articulate an engaging vision, discuss goals to be accomplished, and express confidence in achieving them. This fosters teamwork, especially when facing challenges, and can ignite enthusiasm. Xiang & Liu (2019, p.24-28) emphasize that motivation mainly refers to an inspiring vision that motivates everyone to work together, drawing a blueprint for development, establishing shared values and action goals, and stimulate the self realization needs of faculty and staff, and stimulate their active participation in school affairs.

2. Vision communication was rated at a high level. This may be attributed to administrators’ capacity to communicate institutional vision effectively across different audiences and contexts. They are also able to connect organizational aspirations with core values and long-term strategic priorities, thereby translating broader strategic directions into clear and meaningful objectives for their teams. This

lays a solid foundation for organizational members to unite and guide us toward a common direction. Nevertheless, several areas still require further attention. Administrators could enhance their capacity to articulate a clear and realistic future direction for their departments or universities at the initial stage. Such improvement involves not only communicating the vision but also actively aligning available resources with implementation needs and clarifying the available support and potential constraints. Moreover, administrators in public universities in Guangxi need to place greater emphasis on turning shared goals into team consensus through collaborative engagement rather than relying primarily on top-down instructions. By using visualization tools to organize meetings and guiding teams to collaboratively decompose the strategy, abstract goals can be transformed into concrete tasks that the team collectively agrees on. In addition, administrators should place greater emphasis on developing tailored implementation strategies to accommodate the needs of different academic fields and administrative units, rather than applying a uniform approach to all contexts. For long term development tasks such as discipline construction, they should design phased roadmaps, set clear milestones, and develop inclusive phased evaluation schemes. In conclusion, although administrators possess strong capabilities in vision adaptation and value alignment, their ongoing commitment to clarifying the initial vision, setting collaborative goals, ensuring resource transparency, and implementing customized solutions are crucial for maintaining strategic consistency and organizational commitment. These efforts help cultivate a motivated workforce capable of tackling the complex challenges of the China ASEAN educational cooperation and the Double First Class construction. Conger & Kanungo (1988) suggested that vision communication is a core behavioral characteristic of charismatic leadership; leaders can clearly articulate and vividly describe their strategic vision, enabling followers to accept and adopt it. Kouzes and Posner (2017) argued that inspiring a shared vision refers to a leadership practice through which leaders envision a preferred future and convey that vision so that others develop a sense of commitment and purpose. Zhao et al. (2024, p.1417-1430) emphasize that vision communication style, including how to frame negative

feedback about the vision, affects followers' willingness to pursue the leader's vision, highlighting that information framing plays an important role in vision absorption.

3. Individual consideration was rated highly. This may be attributed to administrators' well-developed ability to offer feedback that is responsive to individual needs, reflecting their responsiveness to the individualized requirements of managing academic talent within the contemporary Chinese higher education context. Their focus on faculty concerns and recognition of individual contributions align with the university's expectation of cultivating high performance teams, especially against the backdrop of regional universities striving to enhance their competitiveness under the Double First Class Initiative. Such attention to individualized communication corresponds with the professional environment of teacher-training institutions, where the tradition of teacher education places importance on mentoring and individualized support. Nevertheless, the relatively strong performance in providing feedback does not necessarily lead to continuous support for professional development. Organizational constraints may limit administrators' ability to move beyond short-term performance-related feedback and offer broader guidance for career development. While the allocation of development resources formally follows merit principles, it often encounters practical challenges when training opportunities and study abroad programs remain scarce relative to demand. Similarly, institutional mechanisms designed to protect time for professional development may struggle to cope with the operational pressures brought about by dual governance structures and continuous accountability. These findings suggest that, within this context, individual consideration primarily serves to sustain interpersonal relationships, employee engagement, and morale rather than functioning as a structured mechanism for long-term professional development. Addressing these gaps would require attention to regular needs assessment, fair resource allocation, and institutional guarantees for development time, but these efforts depend on broader organizational reforms extending beyond individual administrator competencies. Avolio, Waldman, and Yammarino (1991, p.9–16) described individualized consideration as a leadership approach that emphasizes

attentive listening to employees' concerns and providing mentoring support. While this perspective highlights the developmental purpose of such leadership behavior, its practical expression may differ across organizational contexts. Judge & Piccolo (2004) identified personalized consideration as a core aspect of transformational leadership, though their framework does not fully capture how institutional environments influence the practical expression of such behaviors. Arnold & Loughlin (2010, p.670–686) distinguished between supportive and developmental dimensions of individual consideration, noting that leaders often emphasize the former; this pattern may help interpret the observed emphasis on immediate support in the present context.

4. Listening and feedback was assessed at a medium level. This may be explained by administrators having put in place fundamental channels for gathering faculty perspectives and providing a relatively supportive setting in which faculty can voice their views with limited concern about adverse repercussions. They are capable of listening attentively to understand my perspective before responding and to check for understanding by summarizing or asking questions, demonstrating foundational competence in two-way communication processes. Nevertheless, such openness has not yet resulted in effective feedback mechanisms capable of supporting organizational improvement. Administrators may encounter structural barriers that limit their ability to move beyond passive reception of input toward active integration of feedback into decision making. The institutionalization of listening processes, while formally present in periodic reports and post milestone meetings, often struggles against hierarchical traditions that privilege positional authority over dialogic engagement. Similarly, efforts to develop more meaningful and attentive listening may be limited by competing demands on administrators' time, as they are required to respond to both institutional reporting requirements and departmental responsibilities. This situation indicates that listening and feedback tend to serve interpersonal stability and adherence to established procedures rather than fully supporting joint problem resolution and organizational adaptation. Overcoming these challenges would involve establishing conditions that encourage open expression,

strengthening systematic responses to feedback, and making follow-up actions visible to those who provide input. However, achieving such improvements requires broader changes in organizational culture in addition to developing individual communication abilities. Hackman and Johnson (2013) emphasized that effective leadership involves attending not only to what followers say but also to the emotions and situational meanings underlying their communication. From this perspective, attentive listening can play an important role in establishing and strengthening trust between leaders and followers. Men (2014, p.264-284) noted that transformational leaders demonstrate personalized consideration through active listening and personalized feedback loops, which predicts higher job satisfaction and performance, yet this ideal may be difficult to sustain in contexts where hierarchical distance and accountability pressures predominate. Weger, Castle, & Emmett (2010, p.34-49) found that paraphrasing and feedback core skills of active listening explained significant variance in followers' perceptions of leader effectiveness, suggesting that the technical dimensions of listening may be more readily enacted than the relational dimensions in the present context.

5. Participative decision making was assessed at a medium level. This may be attributed to administrators having put formal arrangements in place to encourage staff involvement in organizational decisions, particularly by gathering a range of perspectives and considering stakeholder contributions when reaching final decisions. Their ability to actively solicit perspectives and create opportunities for open dialogue demonstrates foundational competence in consultative leadership practices. Nevertheless, formal participation has yet to result in meaningful empowerment capable of strengthening employees' sense of autonomy. Administrators may encounter structural constraints that limit their ability to move beyond information sharing toward shared authority. Although decision-making responsibilities are formally assigned through official policies, their practical implementation may be limited by established hierarchical practices, which tend to concentrate major strategic choices among senior leaders. Similarly, the implementation of transparent decision-making processes may face practical

challenges arising from limited time and the need to reconcile competing interests among multiple stakeholder groups. Taken together, these findings indicate that, under these circumstances, participative decision making primarily serves to strengthen the perceived legitimacy of decision procedures and minimize resistance during implementation, rather than directly promoting joint innovation and employees' internal motivation. Addressing these limitations would require clearly defining and delegating genuine decision-making authority, giving expert perspectives greater influence in specialized areas, and establishing integrated responsibility systems that link decision making with implementation and evaluation. However, achieving these changes requires broader improvements in institutional governance rather than changes in individual leadership behavior alone. As Somech (2005, p.777-800) explained that participative decision making refers to arrangements that enable teachers to participate in shared authority over decisions concerning policies and classroom practices through either formal or informal channels, thereby contributing to teacher empowerment and organizational effectiveness. Yukl (2013) noted that participative decision making involves subordinates in decision options and choices, which can increase buy-in but may reduce decision speed, a trade off particularly salient in dynamic higher education environments. Robbins and Judge (2019) highlighted that involving employees meaningfully in organizational decisions can improve the quality of decisions, strengthen their acceptance of the outcomes, and enhance employee morale.

Part 2: Model for developing communication leadership for administrators in public universities in Guangxi.

The proposed framework consists of five dimensions comprising a total of 35 measures. Inspirational motivation comprises 7 measures, while vision communication includes 7 measures. Individual consideration consists of 6 measures, listening and feedback covers 8 measures, and participative decision making contains 7 measures.

1. Promoting inspirational motivation comprised seven measures. The proposed measures emphasize strengthening administrators' ability to communicate

goals clearly, connect with staff through both emotional and rational communication, demonstrate practical pathways toward achievement, improve transparency in decision making, provide context-based management training, facilitate mentoring and professional guidance, and strengthen psychological capital through exemplary leadership.

This may be attributed to the fact that linking broader strategic plans with opportunities for professional development and individual benefits enables teachers to perceive institutional objectives as relevant to their own aspirations. In Guangxi's public normal universities, when administrators clarify the implications of external competition for institutional priorities, teachers can more readily relate their routine responsibilities to the university's longer-term direction. Using "storytelling" and "accounting" leverages the teacher education tradition, and historical narratives are significant in building collective identity. Demonstrating feasible paths can enhance motivation by connecting vision with actual execution. Under the dual pressures of regional development tasks and internationalization demands, administrators must demonstrate tangible results to justify resource allocation. Breaking down long term goals into achievable short term objectives allows teachers to experience incremental success, which builds collective confidence. Enhancing decision making transparency can address the hierarchical tradition of reserving strategic information for positional authority. In Guangxi's public normal universities, sharing background information on the competitive environment helps teachers understand constraints and adapt their engagement strategies. This is crucial given the emphasis on international competitiveness in the "Double First Class" initiative. Conducting management training based on real world scenarios aims to address the practical challenges of implementing incentives in complex environments. The dual accountability system creates communication difficulties that general training cannot address. Contextual learning enables managers to practice coping with role conflicts and develop the ability to navigate between administrative requirements and academic values. Implementing a "high-level mentorship system" provides contextualized guidance for sustainable motivational practices. Through this system,

experienced managers impart tacit knowledge that formal training cannot replicate, including managing China-ASEAN educational cooperation and engaging regional stakeholders. Focusing on “building psychological capital” and leading by example helps address the sustainability challenges of maintaining enthusiasm. Amid growing demands for accountability, administrators need to remain resilient while recognizing early signs of progress and sharing these positive developments with their teams. Such practices can strengthen shared confidence and help maintain commitment to longer-term objectives. Gomes (2014, p.53–114) emphasized the importance of giving employees a sense of purpose and meaningful challenges, thereby building enthusiasm and optimism through an attractive future-oriented vision. Similarly, Hughes (2014) noted that inspirational motivation involves communicating confidence in the future through an appealing vision and reinforcing followers’ belief in goal attainment. Xiang, H., & Liu, H. (2019, p.24-28) emphasized that motivation involves inspiring collective commitment through shared values and action goals.

2. Enhancing vision communication included seven key measures. These measures focus on translating broad strategic plans into concrete tasks, developing shared understanding through collective participation, aligning resources with implementation needs, adapting approaches to different academic and administrative contexts, establishing phased pathways for long-term development, clarifying the value and assessment standards of diverse contributions, and strengthening coordination to address conflicts among policies.

This may be explained by the need for effective vision communication to clarify uncertainty by converting broad ideas into actionable expectations, strengthen commitment through staff involvement, and enhance credibility by making resource arrangements more transparent. Turning broad institutional plans into clearly defined responsibilities helps faculty members understand and apply the intended direction despite multiple and competing work demands. In Guangxi’s public normal universities, administrators operate within overlapping accountability requirements, which can create uncertainty regarding responsibilities. Providing clear practical guidance can therefore reduce uncertainty and facilitate collective action.

Collaborative goal creation respects academic autonomy while achieving alignment, addressing the tension between administrative coordination and disciplinary independence. Participative processes that transform abstract objectives into mutually agreed commitments enhance implementation willingness in academically diverse contexts. Proactive resource association demonstrates institutional commitment and enables realistic feasibility assessment. In resource constrained regional contexts, transparent communication of available support and limitations prevents cynicism when visions appear disconnected from material constraints. Customization acknowledges diverse epistemic cultures across arts, sciences, and administration units. Rejecting standardized approaches ensures strategic relevance and prevents perceptions of favoritism among disciplinary communities with distinct external engagement capacities. Phased roadmaps bridge extended institutional time horizons and short term individual incentives. In environments of increasing accountability pressure, specifying intermediate achievements sustains motivation through visible progress markers. Clarifying diverse contribution values supports comprehensive mission fulfillment beyond narrow research metrics. Institutions with dual missions of teacher education and comprehensive development require recognition of teaching innovation, social service, and management contributions to enable strategic alignment without professional integrity sacrifice. Effective coordination helps operational units respond consistently when policies are not fully aligned. Navigating multiple simultaneous reform initiatives requires proactive identification and resolution of resource conflicts to maintain operational clarity. Related to Weick's (1995) sensemaking theory, which emphasizes that organizational members require concrete cues to interpret ambiguous situations and achieve coordinated action. Providing operational specificity fosters collective understanding and goal alignment necessary for strategic implementation. Kouzes & Posner (2017) argue that leaders inspire a shared vision by appealing to shared values and aligning organizational aspirations with followers' personal goals. Participative processes that co-construct meaning enhance commitment and reduce implementation resistance. Hamrin, Johansson, & Jahn (2016, p.213-229) conceptualize communication

leadership as relationally co-constructed through daily interactions within broader social contexts. Mechanisms that navigate institutional complexity enable administrators to protect teams from policy incoherence and sustain strategic clarity.

3. Enhancing individual consideration included six key measures. These measures focus on identifying employees' developmental needs on a regular basis, ensuring equitable access to important development resources, providing feedback tailored to individual circumstances, creating institutional support for professional development, establishing broader internal and external support networks, and aligning individual growth with team responsibilities.

This may be explained by the importance of consistently recognizing individual career goals, ensuring fair access to developmental resources, and providing adequate opportunities and time for professional development. Attention to individual development recognizes that faculty members follow different professional pathways rather than viewing them as uniform organizational members. In Guangxi's public normal universities, where administrative responsibilities can limit individualized interaction, a systematic understanding of staff needs provides a basis for more appropriate and targeted support. Fair allocation of key development resources demonstrates procedural justice and prevents perceptions of favoritism that erode trust in leadership. Transparent distribution mechanisms based on contribution and potential enhance motivation across diverse faculty cohorts. Providing specific and timely personalized feedback bridges the gap between evaluation and growth, enabling continuous performance improvement. In contexts where evaluation systems emphasize quantitative indicators, qualitative feedback that addresses individual circumstances supports holistic professional development. Institutional guarantees for subordinates' development time protect investment in human capital against operational pressures. In resource constrained environments, formal mechanisms such as academic leave or reduced teaching loads signal organizational commitment to long term faculty growth. Broader professional support systems allow individual consideration to reach beyond direct supervisor-subordinate interactions. Connecting subordinates with senior mentors and external

opportunities addresses limitations of individual administrators' resources and vision. Synergistic individual development and team tasks resolves potential conflicts between personal advancement and collective responsibilities. In dual governance structures where individual and institutional interests frequently diverge, explicit negotiation of development plans that accommodate both dimensions sustains organizational commitment. Avolio, Waldman, and Yammarino (1991, p.9–16) characterized individualized consideration as a leadership approach that responds to followers' individual needs through personalized support, developmental guidance, and mentoring. Systematic attention to personal needs and developmental guidance builds trust and enhances organizational identification. Judge & Piccolo (2004, p. 755–768) identified individualized consideration as a core aspect of transformational leadership with consistent positive effects on follower attitudes and leader effectiveness. Tailored support and recognition of individual contributions strengthen motivation and performance in knowledge intensive environments. Arnold & Loughlin (2010, p.670–686) distinguished between supportive and developmental forms of individualized consideration. Supportive behaviors involve empathy and personal concern, whereas developmental behaviors focus on coaching and career related mentoring. Their findings suggest that leaders more frequently demonstrate supportive behaviors than developmental behaviors.

4. Developing listening and feedback included eight key measures. These measures focus on promoting conditions for open expression, making listening a regular organizational practice, strengthening attentive and meaningful listening, establishing systematic procedures for responding to feedback, emphasizing solutions instead of attributing blame, encouraging administrators to actively receive and respond to feedback, using early positive outcomes to strengthen trust, and distinguishing emotional responses from factual information.

This may be attributed to the fact that meaningful listening and feedback depend on a sense of interpersonal security, structured mechanisms, and demonstrable follow-through to support ongoing reciprocal communication. Creating conditions that encourage open expression can help reduce hierarchical constraints

that may discourage employees from communicating concerns to senior leaders. In Guangxi's public normal universities, hierarchical distance and concerns about adverse reactions can make employees hesitant to speak openly. Visible protection of those who express concerns, together with leaders' willingness to acknowledge their own limitations, can therefore provide an important basis for strengthening trust. Institutionalizing and routinizing the listening process transforms sporadic feedback collection into embedded organizational practice. Institutionalized feedback requirements and scheduled follow-up discussions help maintain consistency despite competing administrative responsibilities. Practicing deep listening to achieve deep understanding moves beyond superficial acknowledgment to genuine comprehension of subordinates' perspectives. Restating viewpoints and confirming feelings demonstrates respect and prevents miscommunication in complex professional contexts. A structured, multi-level feedback system ensures that received input is addressed appropriately at each level of resolution. Immediate decisions for manageable issues, clear escalation paths for systemic concerns, and transparent explanations for unresolvable problems maintain cycle credibility. Focusing on problem solving rather than assigning blame shifts feedback culture from defensive accountability to constructive improvement. Neutral language and system oriented analysis enable learning from errors without individual stigmatization. Managers proactively seeking and demonstrating acceptance of feedback models receptive behavior and legitimizes upward critique. Visible willingness to receive and act upon criticism encourages reciprocal openness throughout the organization. Quickly creating "early success stories" builds trust through tangible demonstration that voice produces change. Rapid resolution of feasible issues and public attribution to contributors establishes feedback efficacy. Clearly managing feedback expectations and distinguishing emotions from facts prevents secondary disappointment and maintains constructive focus. Explicit communication of decision constraints and active identification of core factual issues enable productive problem solving. Hackman and Johnson (2013) highlighted the importance of leaders listening attentively to their followers and understanding both the substance of

communication and the emotions underlying it. This approach can strengthen trust and encourage more open interactions between leaders and followers. Men (2014, p.264-284) found that transformational leadership and responsive internal communication practices were positively associated with employee satisfaction and organizational outcomes. Systematic attention to follower input and responsive communication enhance engagement and organizational commitment. Weger, Castle, & Emmett (2010, p.34-49) demonstrated that paraphrasing enhances perceptions of listening competence and communication quality, suggesting that such skills may be valuable in leadership communication contexts. Deep listening behaviors that confirm understanding and address both emotional and substantive dimensions strengthen leader follower relationships and communication quality.

5. Increasing participative decision making included seven key measures. These measures emphasize clarifying the distribution of decision responsibilities, promoting openness in decision procedures, strengthening the influence of professional expertise, linking decisions with subsequent implementation and evaluation, providing opportunities for participation from the initial stage, encouraging meaningful involvement throughout the decision process, and maintaining appropriate oversight and accountability.

This may be explained by the importance of meaningful distribution of decision rights, openness in decision procedures, and real opportunities for staff to shape outcomes, which can strengthen commitment and improve decision quality. A clear allocation of decision responsibilities can provide real autonomy instead of participation that is merely symbolic. In Guangxi's public normal universities, established hierarchical practices tend to concentrate major decisions among senior administrators. Clearly defined boundaries regarding delegated responsibilities and managerial discretion can therefore signal greater recognition of professional expertise. Implementing transparent decision making processes prevents the "black box" perception that erodes trust in participative mechanisms. A transparent sequence for collecting, communicating, and explaining decisions helps demonstrate that stakeholder input has been considered, even when it is not ultimately adopted.

In specialized areas, giving greater weight to expert judgment acknowledges professional expertise and helps prevent technical knowledge from being overridden by administrative authority. Anonymous expert panel voting in academic matters preserves professional integrity and enhances outcome legitimacy. Linking decision making with subsequent implementation and evaluation helps connect staff participation with accountability throughout the entire policy process. Packaging tasks as “micro projects” with bidding autonomy and outcome linked performance creates genuine ownership. Opening up decision making topics from the source democratizes agenda setting rather than restricting participation to predetermined options. Employee proposed issues and multiple alternative solutions ensure that participation addresses substantive concerns rather than implementation details. Providing sufficient time and relevant information enables staff to make meaningful contributions to organizational decisions. Advance distribution of agendas and materials, coupled with public examination of decision premises, enables informed deliberation. Acknowledging employees’ contributions and maintaining appropriate oversight can sustain their engagement through visible recognition and institutional safeguards. Public acknowledgment of contributions and stakeholder suspension rights for review processes demonstrate that participation has tangible impact. Related to Somech (2005, p.777-800) viewed participative decision making as an approach that enables teachers to take part in shared decision authority concerning institutional policies and classroom matters through formal or informal channels, with implications for teacher empowerment and organizational effectiveness. Genuine power sharing enhances intrinsic motivation and organizational commitment. Yukl (2013) noted that participative decision making involves subordinates in decision options and choices, which can increase buy-in but may reduce decision speed. Balancing participation depth with efficiency requires clear process design and appropriate delegation. Robbins & Judge (2019) emphasized that meaningful employee involvement can improve the quality of organizational decisions while strengthening acceptance and positive attitudes toward those decisions. When employees have a real opportunity to shape outcomes, they are more likely to

develop a sense of ownership and show greater willingness to support subsequent implementation.

Part 3: The suitability and feasibility of model for developing communication leadership for administrators in public universities in Guangxi.

To assess the proposed communication leadership development framework, nine experts were invited to review its suitability and feasibility. Their assessments indicated a very high level of agreement across all five dimensions. The findings therefore demonstrate that the framework is both appropriate and practicable for administrators in public normal universities in Guangxi, while the evaluation of its 35 measures provides overall support for its application. These results suggest that the proposed framework is well aligned with the practical requirements of leadership development in this institutional setting and may help bridge the gap between conceptual design and actual implementation.

The strong evaluation may be attributed to the growing role of communication leadership in helping higher education institutions respond effectively to complex and evolving organizational environments. By promoting open interaction, shared involvement, and common understanding, the proposed framework offers practical support for middle-level administrators as they balance different reporting responsibilities and respond to the expectations of diverse stakeholder groups. Communication leadership is adaptable to various organizational contexts and can be applied across different disciplinary and administrative units, making it a practical choice for diverse institutional settings. The model emphasizes the growth and development of both leaders and their followers through personalized attention and feedback, leading to sustained improvement in organizational communication quality. By fostering inclusive and participative environments, communication leadership increases employee engagement and commitment, which is crucial for retaining talent in resource constrained regional universities. Examining the five dimensions reveals nuanced patterns within the high overall ratings. Among the five dimensions, participative decision making received the most favorable evaluations for both suitability and feasibility, suggesting a strong

need to strengthen shared governance within the existing hierarchical administrative context. Listening and feedback also received favorable suitability ratings, while the feedback management mechanism was considered highly feasible. However, establishing conditions that encourage open upward communication appeared to require greater effort, suggesting that cultural factors may still influence employees' willingness to express concerns. The other dimensions showed generally stable evaluation patterns. Vision communication and individual consideration received consistently positive assessments with limited differences across their respective measures. Inspirational motivation showed greater variation among its measures, with practices related to psychological capital receiving particularly strong support, whereas the feasibility of management training was comparatively lower. This difference may reflect practical constraints on the resources and conditions required for continuous professional development. These findings are consistent with the perspective of Johansson, Miller, and Hamrin (2014, p.147–165), who viewed communication leadership as a set of everyday leadership practices through which leaders develop shared meaning, maintain relationships, and encourage engagement. Their framework, which identifies fourteen communication-related dimensions, including engaging employees in dialogue, supporting participation, and maintaining openness and accessibility, provides a theoretical basis for integrating these elements into a comprehensive communication leadership development model. Men & Stacks (2014, p.301-324) demonstrated that authentic leadership behaviors enhance strategic internal communication quality and employee organization relationships, with transparent and symmetrical communication predicting trust and commitment. This supports the model's emphasis on two-way interaction and feedback mechanisms as core developmental targets.

1. Promoting inspirational motivation. The suitability and feasibility of promoting inspirational motivation were at the highest level, with variation within the high range indicating nuanced expert assessments. This is because inspirational motivation addresses the fundamental challenge of aligning institutional strategy with individual meaning making in resource constrained and accountability intensive

environments. Connecting broader institutional plans with faculty members' career prospects and individual interests can strengthen their identification with organizational objectives. In public normal universities in Guangxi, where competitive pressures from the "Double First Class" initiative and regional development demands create performance anxiety, administrators who explain how external constraints affect institutional priorities enable faculty to connect daily work with long term vision. Using "storytelling" and "accounting" leverages the teacher education tradition, with historical narratives and tangible benefit calculations establishing both emotional resonance and rational buy-in. This measure achieved particularly high feasibility ratings, reflecting its adaptability to local cultural contexts where collective identity and practical outcomes carry significant weight. Demonstrating feasible paths and building confidence through success addresses the credibility gap that undermines abstract vision communication. Breaking down long term goals into achievable short term objectives allows teachers to experience incremental success, which builds collective confidence essential for sustained engagement. Enhancing decision making transparency and sharing background information overcomes hierarchical traditions that reserve strategic information for positional authority. Sharing contextual information about competitive environments helps teachers understand constraints and adapt their engagement strategies accordingly. Implementing a "high-level mentorship system" provides contextualized guidance that formal training cannot replicate, enabling tacit knowledge transfer for managing complex stakeholder relationships. However, conducting management training based on real world scenarios received relatively lower feasibility assessments, signaling resource limitations and time constraints for sustained professional development programs. Notably, focusing on "building psychological capital" also showed relatively lower feasibility despite achieving the highest suitability rating, indicating that leading by example through resilience and optimism may be difficult to institutionalize in high pressure environments where managers themselves face significant accountability pressures. Related to Gomes (2014, p.53-114) argued that leaders can strengthen employee motivation by creating a sense of

purpose and presenting meaningful challenges. By communicating an optimistic future and expressing confidence in followers' capabilities, leaders can encourage greater enthusiasm, team cohesion, and commitment toward shared objectives. This supports the model's emphasis on storytelling and feasible path demonstration as core motivational mechanisms. Hughes (2014) proposed that inspirational motivation requires optimism about the future and the ability to effectively articulate a compelling vision, expressing confidence in achieving goals and fostering teamwork especially when facing challenges. This aligns with the model's focus on psychological capital building and transparent communication. Xiang, H., & Liu, H. (2019, p.24-28) emphasized that motivation involves inspiring collective commitment through shared values and action goals, driving active participation in organizational affairs. This provides theoretical grounding for the model's integration of individual aspiration alignment with collective purpose formation.

2. Enhancing vision communication. The suitability and feasibility of enhancing vision communication were at the highest level, with variation within the high range reflecting differential expert confidence in implementation mechanisms. This may be explained by the need to make organizational direction easier to understand and implement, strengthen staff commitment through involvement, and enhance confidence by clarifying available resources. Converting broad institutional objectives into specific responsibilities helps faculty members understand what is expected of them despite competing work demands. In Guangxi's public normal universities, administrators often work under multiple accountability requirements, which can create uncertainty about roles and responsibilities. Providing clear guidance on responsibilities, schedules, and expected standards can therefore improve clarity and facilitate coordinated implementation. Transforming goals into team consensus through collaborative creation respects academic autonomy while achieving strategic alignment. Participative processes that use visualization tools to collectively decompose strategy address the tension between administrative coordination and disciplinary independence, enhancing implementation willingness in academically diverse contexts. Designing phased roadmaps for long term

development tasks and establishing a strategic coordination mechanism to resolve policy conflicts achieved particularly high suitability ratings, reflecting expert consensus on their theoretical appropriateness for navigating extended time horizons and institutional complexity. Customizing implementation plans for different disciplines and departments achieved the highest feasibility rating, indicating strong confidence in practical adaptability despite its relatively lower suitability, suggesting that disciplinary differentiation is implementable but may face ideal context tension. Clearly communicating the value and evaluation criteria of diverse contributions supports comprehensive mission fulfillment beyond narrow research metrics, enabling faculty to align efforts with strategic priorities without sacrificing professional integrity. However, proactively associating resources to ensure reliable deployment received relatively lower suitability and feasibility assessments, indicating persistent challenges in resource transparency within constrained regional contexts. Notably, establishing a strategic coordination mechanism also showed relatively lower feasibility despite its highest suitability rating, suggesting that resolving policy conflicts requires organizational level authority that middle-level administrators may lack. Related to Weick (1995) argues that organizational members rely on extracted cues to construct meaning in ambiguous environments. Clear and consistent communication may therefore facilitate shared understanding and coordinated action in complex organizational contexts. Kouzes & Posner (2017) argue that leaders inspire a shared vision by appealing to shared values and aligning organizational aspirations with followers' personal goals. Engaging others in envisioning the future enhances commitment to collective objectives. Hamrin, Johansson, and Jahn (2016) conceptualize communicative leadership as relationally constructed through everyday interactions within specific organizational and societal contexts. Their findings highlight how leaders' communicative practices foster co-worker agency and shared understanding.

3. Enhancing individual consideration. The suitability and feasibility of enhancing individual consideration were at the highest level, with variation within the high range reflecting differential expert confidence in implementation mechanisms.

This may be attributed to the importance of recognizing individual career goals, ensuring fair access to development resources, and providing sufficient opportunities for professional growth. Measures related to understanding employees' developmental priorities and ensuring equitable access to key resources received particularly favorable suitability ratings, reflecting expert agreement that a strong developmental foundation and procedural fairness are important for maintaining trust. A systematic understanding of staff needs acknowledges differences in their professional goals and development paths, while transparent resource allocation based on contribution can reduce concerns about preferential treatment. Providing specific and timely personalized feedback bridges the gap between evaluation and growth, enabling continuous performance improvement. In contexts where evaluation systems emphasize quantitative indicators, qualitative feedback that addresses individual circumstances supports holistic professional development. Building an internal and external development support network achieved the highest feasibility rating, indicating strong confidence in practical implementability of mentorship connections. Extending individual consideration beyond immediate supervisory relationships addresses limitations of individual administrators' resources and vision. However, regularly assessing individual development needs and providing specific and timely personalized feedback received relatively lower feasibility assessments, signaling time constraints and workload pressures that impede sustained personalized engagement. Notably, synergistic individual development and team tasks showed relatively lower suitability despite high feasibility, suggesting that balancing personal advancement with collective responsibilities is theoretically challenging though practically achievable. Related to Avolio, Waldman, & Yammarino (1991, p.9-16) explained that individualized consideration centers on responding to followers' distinct needs through personalized guidance and developmental support. This approach can promote individual growth while also contributing to stronger relationships between leaders and followers. Judge & Piccolo (2004) identified individualized consideration as a core aspect of transformational leadership with consistent positive effects on follower attitudes and leader effectiveness. In

knowledge intensive settings such as universities, such individualized support may be particularly important. Arnold & Loughlin (2010, p.670-686) distinguished between supportive and developmental forms of individualized consideration. Supportive behaviors involve empathy and personal concern, whereas developmental behaviors focus on coaching and career related mentoring. Their findings suggest that leaders more frequently demonstrate supportive behaviors than developmental behaviors, indicating the need for balanced attention to both dimensions.

4. Developing listening and feedback. The suitability and feasibility of developing listening and feedback were at the highest level, with variation within the high range reflecting differential expert confidence in implementation mechanisms. The findings may be attributed to the importance of creating a secure and well-organized communication environment in which concerns can be expressed, understood, and appropriately addressed. Practices that promote regular opportunities for dialogue, attentive understanding of others' perspectives, and clear interpretation of feedback received particularly favorable suitability ratings. This pattern reflects expert recognition that effective communication depends on consistent procedures, genuine understanding, and constructive responses to employees' views. Formal mechanisms ensure consistency amid competing demands, restating viewpoints demonstrates respect and prevents miscommunication, and explicit communication of decision constraints maintains productive problem solving orientation. A structured approach to handling feedback received the highest feasibility rating, indicating strong expert confidence in established procedures for ensuring responsive communication. Immediate decisions for manageable issues, clear escalation paths for systemic concerns, and transparent explanations for unresolvable problems maintain cycle credibility and demonstrate that voice produces change. Focusing on problem solving rather than assigning blame shifts feedback culture from defensive accountability to constructive improvement, with neutral language enabling learning from errors without individual stigmatization. Managers proactively seeking and demonstrating acceptance of feedback models receptive behavior and legitimizes upward critique, with visible willingness to receive

criticism encouraging reciprocal openness. Quickly creating “early success stories” builds trust through tangible demonstration of feedback efficacy. However, proactively creating a safe speaking environment received relatively lower feasibility assessments, signaling persistent cultural barriers to upward communication in hierarchical contexts where power distance inhibits voice. Notably, clearly managing feedback expectations also showed relatively lower feasibility despite its highest suitability rating, indicating that maintaining constructive focus when addressing emotional content may be difficult to sustain in high pressure environments. Related to Hackman & Johnson (2013) highlighted the role of attentive communication in effective leadership, noting that leaders need to understand both the substantive message and the feelings conveyed by followers. Such an approach can strengthen interpersonal trust and encourage more open relationships between leaders and followers. Men (2014, p.264-284) found that transformational leadership and responsive internal communication practices were positively associated with employee satisfaction and organizational outcomes. Responsive and symmetrical internal communication practices were found to be positively associated with employee satisfaction and relationship quality. Weger, Castle, & Emmett (2010, p.34-49) demonstrated that paraphrasing enhances perceptions of listening competence and communication quality, suggesting that such skills may be valuable in leadership communication contexts. Although conducted in peer interview settings, these findings suggest that paraphrasing and confirmation behaviors may enhance perceived listening competence in leadership communication contexts.

5. Increasing participative decision making. The suitability and feasibility of increasing participative decision making were at the highest level, with the narrowest variation range among all five dimensions, reflecting strong expert consensus on both theoretical appropriateness and practical implementability. The findings may be related to the importance of providing meaningful opportunities for shared decision authority, maintaining openness throughout the decision process, and giving participants a genuine role in shaping outcomes. Practices that strengthen decision autonomy, promote procedural openness, and provide institutional safeguards

received particularly favorable suitability evaluations. The first two areas also obtained the strongest feasibility assessments, suggesting that experts regarded these arrangements as both appropriate for the development of participative leadership and realistic for practical application. Overall, the results indicate strong expert support for mechanisms that strengthen autonomy and provide organizational safeguards for participation. Clear delegation arrangements and transparent consultation procedures can demonstrate respect for professional expertise while making the treatment of stakeholder input more apparent. Approaches that strengthen the role of expert knowledge, link decision authority with subsequent responsibility, and create opportunities for participation at the agenda-setting stage also received the most favorable feasibility evaluations. These findings suggest that experts expressed strong confidence in arrangements that recognize specialized knowledge, maintain accountability across different stages of decision implementation, and broaden opportunities for stakeholders to influence organizational priorities. Anonymous expert panel voting preserves outcome legitimacy, packaged tasks with bidding autonomy create genuine ownership, and employee proposed issues ensure substantive contribution opportunities. However, ensuring deep participation in the decision making process received relatively lower assessments in both suitability and feasibility, signaling time constraints and information asymmetries that impede informed deliberation. Notably, implementing an integrated responsibility system showed relatively lower suitability despite its highest feasibility rating, indicating tension between theoretical ideals of comprehensive accountability and practical challenges of cross departmental coordination. Somech (2005, p.777–800) regarded participative decision making as a means of involving teachers in matters related to institutional policy and classroom practice. Such involvement may occur through either formal arrangements or informal interactions and can contribute to greater teacher empowerment and improved organizational effectiveness. These findings suggest that shared decision authority may contribute to greater intrinsic motivation. Yukl (2013) notes that participative decision making can improve decision acceptance and quality, although

it may increase the time required to reach decisions. Leaders therefore need to consider situational factors when determining the appropriate level of participation. Robbins & Judge (2019) noted that meaningful employee participation can produce positive organizational outcomes, including better-quality decisions, stronger acceptance of managerial choices, and more positive employee attitudes. Participation in decision making is associated with greater acceptance of decisions and higher morale. Such involvement may foster a stronger sense of psychological ownership.

Recommendations

Implications

1. In terms of promoting inspirational motivation. The survey results showed that the lowest score was “University administrators articulate an inspiring vision that makes me feel optimistic about our future.” Administrators in Guangxi’s public universities are encouraged to present institutional priorities in ways that are meaningful and relevant to faculty members. Rather than focusing solely on the content of policies, they should clarify the connection between organizational directions and employees’ future career prospects. Providing contextual information about changes facing the institution, together with realistic examples of possible development routes, can help reduce uncertainty and strengthen faculty members’ confidence in pursuing shared institutional goals. In addition, they should focus on building psychological capital by leading by example, maintaining resilience under reform pressure, and actively sharing small success stories to sustain collective enthusiasm.

2. In terms of enhancing vision communication. The survey results showed that the lowest scores were “University administrators clearly describe a desirable and attainable future for our department or university” and “University administrators explain how the shared vision aligns with the interests of both the organization and its members.” Administrators in Guangxi’s public universities should improve the way institutional priorities are converted into practical directions for

faculty and departments. Long-range objectives need to be presented through manageable stages, with responsibilities, expected time frames, and supporting conditions made sufficiently clear. At the same time, involving faculty members and departments in shaping implementation priorities can encourage shared ownership rather than dependence on one-way administrative directives. Greater attention should also be given to differences among academic fields and organizational units when determining implementation arrangements. When staff members can see how their respective contributions connect with broader institutional priorities, greater coordination, consistency, and commitment to university development can be achieved.

3. In terms of enhancing individual consideration. The survey results showed that the lowest score was “University administrators build a relationship of trust by showing consistent support for my development.” Administrators in Guangxi’s public universities should adopt a more individualized approach to supporting faculty development by maintaining regular communication about career goals and professional priorities. Appropriate institutional conditions should be created to allow staff sufficient opportunities for learning and advancement. Developmental support should be distributed according to clear and equitable principles, while feedback should focus on observable performance and provide practical guidance for improvement. In addition, strengthening connections among faculty members, experienced colleagues, and external professional resources can broaden the support available for career development. By synergizing individual career planning with team development tasks and designing collaborative transition plans, administrators can transform individualized consideration from short term relational care into sustainable developmental support.

4. In terms of developing listening and feedback. The survey results showed that the lowest score was “University administrators use listening and dialogue to clarify expectations and align our understanding.” Administrators in Guangxi’s public universities should establish consistent channels through which faculty members can raise concerns and receive appropriate follow-up. Regular opportunities for two-way

communication can help ensure that employee views are not only collected but also considered in subsequent administrative actions. Leaders should demonstrate attentive understanding by clarifying the meaning behind expressed concerns and separating substantive issues from emotional reactions. When responding to problems, greater emphasis should be placed on improvement and resolution rather than assigning responsibility for failure. At the same time, administrators need to foster an atmosphere in which faculty members feel comfortable expressing disagreement or raising sensitive issues without concern about negative consequences. Administrators should also proactively seek feedback on their own performance, demonstrate visible responsiveness to input received, and quickly create “early success stories” to build trust and encourage proactive feedback.

5. In terms of increasing participative decision making. The survey results showed that the lowest scores were “University administrators empower me by giving me a genuine voice in decisions related to my work” and “University administrators foster a sense of psychological autonomy by trusting us to contribute meaningfully to decisions.” Administrators in Guangxi’s public universities should create clearer boundaries for shared decision authority and make the distribution of responsibilities understandable to faculty members. Decision procedures should be sufficiently open so that stakeholders know how their views are collected, considered, and communicated in the final outcome. In areas requiring specialized knowledge, greater recognition should be given to professional expertise when reaching important decisions. Administrators should also provide opportunities for faculty members to raise issues at an early stage and receive relevant information before decisions are finalized. Linking responsibility for decisions with subsequent implementation and review can further strengthen accountability and encourage meaningful participation throughout the process. Recognizing the value of participation through public acknowledgment of contributions and establishing systems of checks and balances with suspension rights for review processes will further enhance trust, psychological autonomy, and organizational commitment.

Future Researches

1. In the present study, seven public normal universities in Guangxi were selected for the questionnaire survey to examine the communication leadership of university administrators. However, the study was limited to a relatively narrow group of institutions and did not include other types of higher education institutions, such as comprehensive universities, vocational colleges, and private universities. Future research could therefore extend the research setting to a broader range of universities and examine communication leadership across different institutional types and administrative contexts.

2. The present study focused on five major dimensions related to the development of communication leadership among administrators in public universities. Future researchers could expand the analytical framework by examining additional factors from alternative theoretical perspectives, such as digital communication competence, intercultural communication skills, and emotional intelligence. Further investigation of these factors could contribute to a more comprehensive understanding of communication leadership among university administrators.

3. In terms of faculty perspectives, this study primarily employed literature analysis, questionnaire surveys, and structured interviews to obtain relevant information. Although these approaches provided useful empirical evidence, future studies could incorporate a wider range of research techniques to strengthen the reliability and depth of the findings. For example, longitudinal studies can be conducted to examine the dynamic development of communication leadership over time. Experimental or quasi experimental designs may be used to test the practical effectiveness of the proposed 35 measures in real administrative settings. Structural equation modeling and multilevel analysis can also be employed to test the influencing mechanisms and structural relationships among variables more precisely. In addition, future research can collect data from multiple perspectives, including senior administrators, middle-level administrators, and external stakeholders, in order

to construct a more holistic understanding of communication leadership in universities.

4. The development of communication leadership in universities involves multiple disciplines, including education, management, psychology, sociology, and organizational behavior. Future research can organize interdisciplinary research teams to conduct more systematic and in depth studies by integrating diverse theoretical and methodological advantages. Moreover, cross regional or cross cultural comparative studies can be carried out to explore similarities and differences in communication leadership practices under different cultural and policy environments. Such research will contribute to building a communication leadership model that not only reflects the characteristics of public universities in Guangxi but also possesses broader academic and practical value.

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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**

No.	Name	Professional title	Workplace
1	Liu Lilin	Associate Professo	Yulin Normal University
2	Liu Zhenghui	Associate Professor	Guangxi University of Finance and Economics
3	Sun Peng	Professor	Yulin Normal University
4	Wang Fang	Professor	Baise University
5	Wang Shijing	Associate Professor	Yulin Normal University



Ref.No. MHESI 0643.14/1034

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

12 December 2025

RE: Invitation to validate research instrument

Dear Associate Professor Dr.Liu Lilin

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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.Tanaput Chancharoen
(Vice Dean Acting for of Dean of Graduate School)

Bansomdejchaopraya Rajabhat University

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Ref.No. MHESI 0643.14/ 1043

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

12 December 2025

RE: Invitation to validate research instrument

Dear Associate Professor Dr.Liu Zhenghui

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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.Tanaput Chanchaen
(Vice Dean Acting for of Dean of Graduate School)

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Ref.No. MHESI 0643.14/ 1092

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

12 December 2025

RE: Invitation to validate research instrument

Dear Professor Dr.Sun Peng

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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.Tanaput Chancharoen
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Ref.No. MHESI 0643.14/1081

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

12 December 2025

RE: Invitation to validate research instrument

Dear Professor Dr.Wang Fang

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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.Tanaput Chanchaen
(Vice Dean Acting for of Dean of Graduate School)

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Ref.No. MHESI 0643.14/ 1090

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

12 December 2025

RE: Invitation to validate research instrument

Dear Associate Professor Dr.Wang Shijing

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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.Tanaput Chanchaen
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Appendix B

Official Letter



Ref.No. MHESI 0643.14/ 1046

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

11 December 2025

RE: Request for Data Collection

Dear Sir or Madam

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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.Tanaput Chanchaen
(Vice Dean Acting for of Dean of Graduate School)

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

www.bsru.ac.th

E-mail: grad@bsru.ac.th

List of Universities for Data Collection

No	University / College
1.	Guangxi Normal University
2.	Nanning Normal University
3.	Yulin Normal University
4.	Guangxi Normal University for Nationalities
5.	Guangxi Science & Technology Normal University
6.	Guangxi Vocational Normal University
7.	Guilin Normal University

Sincerely,



Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean Acting for of Dean of Graduate School)



Ref.No. MHESI 0643.14/ 1085

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

11 December 2025

RE: Request for in-depth Interviews

Dear Sir/Madam

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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 experts 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.Tanaput Chanchaoen
(Vice Dean Acting for of Dean of Graduate School)

Bansomdejchaopraya Rajabhat University

Tel.+662-473-7000

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E-mail: grad@bsru.ac.th

List of Universities for In-depth Interviews

No	Universities / College
1.	Yulin Normal University
2.	Nanning Normal University
3.	Guangxi Normal University
4.	Guangxi Normal University for Nationalities
5.	Guangxi Science & Technology Normal University
6.	Guangxi Vocational Normal University
7.	Guilin Normal University
8.	Guangxi University

Sincerely,



Assistant Professor Dr. Tanaput Chancharoen
(Vice Dean Acting for of Dean of Graduate School)



Ref.No. MHESI 0643.14/ 1073

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

11 December 2025

RE: Invitation to evaluate the model
Dear Professor Dr.Sun Peng

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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 model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Tanaput Chanchaen
(Vice Dean Acting for of Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/ 1074

Bansorndejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

11 December 2025

RE: Invitation to evaluate the model
Dear Associate Professor Dr.Wang Shijing

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansorndejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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 model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Tanaput Chanchaoen
(Vice Dean Acting for of Dean of Graduate School)

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Ref.No. MHESI 0643.14/1075

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

11 December 2025

RE: Invitation to evaluate the model
Dear Professor Dr.Lan Liaoquo

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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 model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Taniaput Chancharoen
(Vice Dean Acting for of Dean of Graduate School)

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/1076

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

11 December 2025

RE: Invitation to evaluate the model
Dear Professor Dr.Yang Maoqing

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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 model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Tanaput Chancharoen
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Ref.No. MHESI 0643.14/1077

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

11 December 2025

RE: Invitation to evaluate the model
Dear Professor Dr.Wang Weiguo

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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 model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Tanaput Chanchaen
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Ref.No. MHESI 0643.14/1089

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

11 December 2025

RE: Invitation to evaluate the model

Dear Professor Dr.Zhang Rui

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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 model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Tanaput Chanchaen
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Ref.No. MHESI 0643.14/1090

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

11 December 2025

RE: Invitation to evaluate the model
Dear Professor Dr.Ran Zhixiong

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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 model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Tanaput Chanchaoren
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Ref.No. MHESI 0643.14/1078

Bansomdejchaopraya Rajabhat University
1061 Itsaraphap Hiranruchi
Thonburi Bangkok 10600

11 December 2025

RE: Invitation to evaluate the model
Dear Professor Dr.Zhou Yun

Mrs.Ling Jinhuan is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Model for Developing Communication Leadership of Administrators in Public Universities 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 model. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

Assistant Professor Dr.Tanaput Chanchaen
(Vice Dean Acting for of Dean of Graduate School

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Appendix C

Research Instrument

1. Survey Questionnaire

Survey Questionnaire on the model for developing communication leadership of administrators in public universities In Guangxi

Explanation:

1. This questionnaire is about model for developing communication leadership of administrators in public universities in Guangxi. The objectives of this research were to study the current situation of the communication leadership of administrators in public universities in Guangxi, to provide the model for developing communication leadership of administrators in public universities in Guangxi, and to evaluate the model for developing communication leadership of administrators in public universities in Guangxi.

2. The questionnaire about model for developing communication leadership of administrators in public universities in Guangxi. which provided into two parts. Part 1 is personal information of respondents, part 2 is survey about five factors for influencing communication leadership of administrators in public universities in Guangxi, each factor has 10 questions, with a total of 50 questions.

3. Please tick √ in the columns that represent your opinion about the communication leadership of administrators in public universities in Guangxi.

Thank you

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Part 1: Personal information of respondents

Please tick ✓ in the columns that represent your opinion.

1. Your gender:

☐ Male ☐ Female

2. Your working experience

☐ 1-5 years

☐ 6 - 10 years

☐ 11 - 15 years

☐ 15 years and above

3. Your professional title:

☐ Senior title

☐ Intermediate title

☐ Junior title

Part 2: Questions about the five factors

5 express the level of the management system were at highest level

4 express the level of the management system were at high level

3 express the level of the management system were at medium level

2 express the level of the management system were at low level

1 express the level of the management system were at lowest level

The communication leadership of administrators in public universities in Guangxi	Level				
	5	4	3	2	1
Inspirational motivation					
1. University administrators articulate an inspiring vision that makes me feel optimistic about our future.					
2. University administrators connect the university's strategic goals to my personal sense of purpose and meaning at work.					
3. University administrators motivate me to commit to and strive for our shared objectives.					
4. University administrators encourage me to go above and beyond my routine duties.					
5. University administrators express confidence in our team's ability to successfully meet challenges.					
6. University administrators frame difficulties as opportunities that we can collectively overcome.					
7. University administrators communicate high standards of performance and express belief that we can achieve them.					
8. University administrators foster enthusiasm and a positive attitude among team members, even during setbacks.					
9. University administrators create a collective sense of purpose that bridges our daily tasks to long term aspirations.					
10. University administrators inspire us by making us feel that our contributions are vital to the university's success.					
Vision Communication					
11. University administrators clearly describe a desirable and attainable future for our department or					

The communication leadership of administrators in public universities in Guangxi	Level				
	5	4	3	2	1
university.					
12. University administrators effectively link the organization's vision to its core values and long term strategic goals.					
13. University administrators translate abstract strategic objectives into concrete and understandable goals for our team.					
14. University administrators use compelling stories or examples to make the vision relatable and memorable.					
15. University administrators explain how the shared vision aligns with the interests of both the organization and its members.					
16. University administrators engage in interactive dialogues to discuss and refine the organizational vision.					
17. University administrators adapt their explanation of the vision to suit different audiences and situations (e.g., faculty meetings, one-on-one discussions).					
18. University administrators consistently communicate the vision over time to maintain our focus and commitment.					
19. University administrators use the shared vision as a tool to unite and guide us toward a common direction.					
20. University administrators foster a collective understanding of how our daily work contributes to the long term vision.					
Individual Consideration					
21. University administrators treat me as an individual with unique needs and aspirations, not just as a					

The communication leadership of administrators in public universities in Guangxi	Level				
	5	4	3	2	1
member of the group.					
22. University administrators take the time to understand my personal career goals and professional development needs.					
23. University administrators provide me with personalized guidance and coaching to help me improve my performance.					
24. University administrators genuinely listen to my concerns and ideas with attention and respect.					
25. University administrators give me feedback that is specific, constructive, and tailored to my personal situation.					
26. University administrators acknowledge and recognize my individual contributions and achievements.					
27. University administrators delegate tasks or responsibilities that align with my strengths and interests.					
28. University administrators show care and support for my well being, not just my work outcomes.					
29. University administrators create or advocate for opportunities that foster my personal growth and career advancement.					
30. University administrators build a relationship of trust by showing consistent support for my development.					
Listening and Feedback					
31. University administrators listen attentively to understand my perspective before responding.					
32. University administrators create an environment					

The communication leadership of administrators in public universities in Guangxi	Level				
	5	4	3	2	1
where I feel safe to express my opinions and concerns without fear of negative consequences.					
33. University administrators encourage me to share my ideas and suggestions openly.					
34. University administrators provide me with timely feedback that helps me improve my performance.					
35. University administrators give constructive feedback that focuses on solutions and future improvement, not just on criticism.					
36. University administrators are open to receiving feedback about their own ideas or leadership style.					
37. University administrators use the feedback they receive to make visible improvements or changes.					
38. University administrators use listening and dialogue to clarify expectations and align our understanding.					
39. University administrators check for understanding by summarizing or asking questions to ensure clear communication.					
40. University administrators utilize input from team members to collaboratively solve problems.					
Participative Decision Making					
41. University administrators involve relevant team members in the decision making process for issues that affect them.					
42. University administrators actively seek out diverse opinions and perspectives before making important decisions.					
43. University administrators value and seriously consider the professional expertise of staff and faculty					

The communication leadership of administrators in public universities in Guangxi	Level				
	5	4	3	2	1
when making decisions.					
44. University administrators create opportunities for open dialogue and consultation when discussing key decisions.					
45. University administrators empower me by giving me a genuine voice in decisions related to my work.					
46. University administrators incorporate the input and suggestions of stakeholders into the final decision.					
47. University administrators explain how different viewpoints were considered in the decision making process.					
48. University administrators foster a sense of psychological autonomy by trusting us to contribute meaningfully to decisions.					
49. University administrators ensure that the decision making process is transparent and communicated clearly to all involved.					
50. University administrators use participative decision making as a way to build broader commitment and reduce resistance to change.					

2. Interview outline

Interview outline of models for developing communication leadership of administrators in public universities in Guangxi.

Instructions:

The respondents in this study were 10 administrators from 7 public universities in Guangxi. The requirements of respondents are as follows: 1) at least 5 years of work experience in middle-level administrator in public normal universities, 2) have extensive experience in communication leadership, 3) graduated with master's degree or above. Using the method of semi structured interviews.

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
Inspirational motivation	1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation? 2. To enhance managers' ability to motivate teams, what are the most effective training methods or practical exercises?
Individual consideration	3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks? 4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?
Vision Communication	5. In the existing work environment, what are the main difficulties managers face when supporting the personal development of their subordinates? 6. What mechanisms can schools establish or what resources can they provide to support managers in more effectively fulfilling their responsibility of “developing subordinates”?
Listening and Feedback	7. In management communication, why is achieving “two-way consensus” much more difficult than “one-way instruction”? 8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it

Content	Question
	be overcome?
Participative decision making	9. What factors lead employees to feel they are “participating in the decision making process but without real influence”? 10. While ensuring decision making efficiency, what specific process designs or delegation methods can significantly improve employees' sense of participation and influence?

4. Interview Records

Interview outline of models for developing communication leadership of administrators in public universities in Guangxi.

Interviewee 1

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

To be honest, the main reason is that “the higher ups are enthusiastic, but the lower ups are indifferent.” The university's grand goals, such as the “Double First-Class” initiative and ASEAN educational cooperation, when relayed to our departments and then to the teachers, feel like a bunch of rigid performance indicators and reports. The teachers feel these have little to do with their daily teaching or promotions. To improve this, we administrators can't just act as “mouthpieces.” For example, during departmental meetings, we can't just read documents. I need to explain, in light of the characteristics of our major, “what specific projects our major can undertake in ASEAN cooperation, and how this will practically help everyone publish papers and apply for research grants.” We need to translate these grand goals into the “dialect” of our major.

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

I believe the most effective approach isn't attending theoretical lectures, but rather “case study workshops.” These workshops present real world examples from our own university, and even from other institutions, highlighting successful and motivating initiatives for instance, how a particular college successfully persuaded its faculty to apply for a key laboratory designation. The administrators then analyze these examples together: What did the leadership say? What actions were taken? What obstacles were encountered? How were they resolved? This kind of practical training is far more effective than any theoretical approach.

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

The biggest obstacle is the lack of a common language. School leaders talk about “strategy,” “layout,” and “benchmarking,” but at the grassroots level, what we need is “who, when, what to do, and what the standards are.” Without proper “translation” and “decomposition,” teachers become confused and feel the strategy is empty. Often, we receive a goal, but the corresponding resources, authority, and pathways are unclear, making it impossible to assign tasks.

4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

We need a toolkit for “goal decoding.” For example, a simple “strategic implementation canvas”: Write the school's strategic requirements on the left, the key tasks our department can undertake in the middle, and the specific action items each teaching and research office or individual teacher can undertake on the right. Fill out this form with the team during meetings, involving everyone, rather than having me assign tasks arbitrarily. It would be very helpful if the school could provide such templates and guidance training.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

The main issue is the conflict between energy allocation and limited resources. I have young teachers who want to pursue research, and middle aged teachers who want to transition into management; everyone's needs are different. I want to help, but my own administrative duties are piling up, making it difficult to find the time to systematically create career plans for each individual. Furthermore, key resources like training and visiting scholar opportunities are limited, and figuring out how to allocate them fairly and effectively is also a headache.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of “developing subordinates”?

I hope to have a “subordinate development resource package” and clear institutional support. For example, the school could allocate a certain amount of “internal mentor funding” to each department every year, allowing me to legitimately invite senior professors to mentor my younger teachers. Another example is incorporating “subordinate development” into the performance evaluation of our middle-level managers, even if it only accounts for 10% of the weight, which would transform this from something “optional” to something “must be done seriously.”

7. In management communication, why is “two-way alignment of consensus” much more difficult than “one-way issuance of instructions”?

Because “alignment” requires time and patience, while “issuance” is the fastest. Sending a notification takes only a minute. But to ensure everyone truly understands, has no objections, and is willing to implement it, a meeting and individual conversations may be necessary. Everyone is busy, and sometimes people are tempted to rush things. More importantly, aligning consensus requires exposing differences, discussion, and even debate, which places higher demands on managers' ability to control the situation and their psychological resilience.

8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it be overcome?

The biggest challenges are “fear of hearing the truth” and “failure to change after hearing it.” Subordinates worry about the consequences of speaking the truth, and managers sometimes feel embarrassed after hearing criticism, or feel the problem is too big to change, so they pretend not to hear it. To overcome this, firstly, I must proactively and sincerely ask questions, and never argue or get angry when listening to criticism. Secondly, for reasonable suggestions heard, no matter how small, I must make a visible change as soon as possible, so that everyone sees that “what is said is useful,” and only then can this cycle start.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

The most damaging thing is “fake democracy.” Meetings are held, opinions are collected, but in the end, everyone finds that the decision was predetermined, and the meetings were just a formality to announce the outcome. Or, everyone raises a lot of opinions, but none of them are reflected in the final decision, and there's no explanation for why they weren't adopted. After several such instances, who would still be willing to seriously offer opinions? People would feel that their time and wisdom have been wasted.

10. Under the premise of ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of participation and influence?

We could try a “decentralized decision making authority list.” Clearly define which types of decisions (such as internal teaching and research scheduling, the use of small amounts of teaching and research funds, and student activity plans) are entirely autonomous and require only reporting. For decisions requiring my involvement, we would use a three step approach: “suggestion collection plan announcement decision explanation.” First, suggestions are collected anonymously, several alternative plans are announced, and finally, when I make the decision, I must publicly explain why I chose A instead of B and thank all the teachers who pointed out the advantages of plan B. This way, even if his opinion isn't adopted, he feels respected.

Interviewee 2

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

I think the main issue is a “sense of distance.” Schools often make plans for five or ten years at a time, which sounds grand, but teachers are dealing with concrete tasks like teaching, writing papers, and working on projects every day. When you talk to them about long-term visions, they're more concerned about whether their teaching fees will increase this semester. To bridge that gap, you have to do the

math in your communication. For example, if the school wants to promote digitalization, I can't just talk about the benefits; I have to help teachers calculate the costs and benefits: How much time will be saved on entering final grades using the new system? Can that time be converted into research effort? By converting grand goals into tangible personal “benefits” or “burden reduction,” a sense of resonance will emerge.

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

“Situational simulation” and “on-the-job training” are the most practical methods. We simulate common challenging scenarios, such as how to hold meetings when team morale is low or how to motivate staff when tasks are daunting. Then, experienced “senior managers” mentor “new managers,” either by giving lessons or by observing them handling a day's work, learning how they speak, coordinate, and make decisions. This hands on teaching method is ten times more effective than sitting in a classroom listening to lectures.

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

Unclear resource commitments are a major problem. When assigning tasks, superiors often say, “Give it high priority and ensure completion,” but support in terms of manpower, funding, and policy is often unclear. We middle managers are caught in the middle, like “sandwiched biscuits.” When tasks are delegated downwards, the supervisors ask, “Where's the money? Where are the people?” If we can't answer, the task stalls. The communication barrier lies in the disconnect between strategy and resources; only direction is given, not the “ammunition.”

4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

We need a standardized process and tools for “collaborative goal decomposition meetings.” For example, use a whiteboard (or online collaborative document), with the school's strategic priorities posted on the left, and everyone

brainstorming together on the right. Write down everything our department can do using sticky notes, then categorize, filter, and assign tasks to specific individuals. The tools aren't important; what matters is the process of “co-creation.” It would be very helpful if the school could provide guidelines on how to efficiently organize such meetings.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

The difficulty lies in the contradiction between “diversified needs” and “scarcity of opportunities.” Young PhDs want research start up funds, middle-aged core members want to secure management positions, and administrative staff want to improve their academic qualifications. However, the resources I can mobilize are very limited; the pie is only so big, and no matter how it's divided, someone will be dissatisfied. Moreover, some development opportunities (such as overseas visiting scholar positions) are highly competitive, and even if I recommend someone, it might not be successful, and I might even face complaints.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of “developing subordinates”?

I suggest the school establish a “Teacher Development Points Platform” and an “Internal Mentor Market.” Teachers can accumulate points by completing training and undertaking community service, which can then be redeemed for learning resources both inside and outside the school. Meanwhile, administrators can hold “mentor recommendation rights,” which they can post on the platform, allowing teachers in need to “apply” for our guidance. This transforms the one-way “I train you” model into a two-way matching system, where the school provides the platform and resources, and both we and the teachers benefit from what we need.

7. In management communication, why is “two-way alignment of consensus” much more difficult than “one-way issuance of instructions”?

Reaching a consensus implies change, while issuing instructions only demands obedience. Human nature is to fear change and trouble. Inviting discussion

will inevitably raise various questions, concerns, and differing opinions, requiring skill and patience to handle. Simply issuing orders, while potentially leading to resentment, results in the fastest outward execution. Therefore, the difficulty lies in whether managers are willing to invest the time to confront and manage these complex human reactions.

8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it be overcome?

The challenge lies in “what to do after listening.” Many problems are beyond my ability to solve even after listening, such as staffing issues and compensation problems. If I simply say, “I understand, I’ll report it upwards,” after a few times, subordinates will feel it’s pointless to say anything. To overcome this, I need to handle things at different levels: If it can be resolved at my level, I’ll make a decision immediately; if it requires a higher-level or school intervention, I need to clearly tell subordinates “when and in what form I will report it, and give you a feedback deadline”; if it’s completely unsolvable, I must honestly explain the reasons. This way, at least people feel they are being taken seriously.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

The key issue is the “decision making black box.” Everyone participates in the discussion, but how is the final decision made? What are the bases for it? If this process is not transparent, people will feel that their opinions are merely decorative. Especially when the final decision contradicts the mainstream opinion, without explanation, it will create suspicion that it was predetermined. This feeling is most damaging to enthusiasm.

10. While ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of engagement and influence?

We can implement a system of “small scale decision making authorization” and “public disclosure of decision making reasons.” For matters not involving major principles, such as preliminary selection for internal performance evaluations or

choosing organizers for small events, we can authorize a vote by the entire department. For decisions that require my intervention, a brief “Explanation of Decision Considerations” must be attached when announcing the results, listing everyone's main opinions, which were adopted, which were not adopted, and why. This “explanation” itself is the greatest respect and feedback for participation.

Interviewee 3

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

I think the problem is that the “story wasn't told well.” The goals in school documents are all in formal, academic language cold and impersonal. If we just read them aloud, the teachers naturally don't connect with them. To improve, we need to learn to “tell stories.” For example, we can talk about how our school developed from a few majors to what it is today, about the struggles of our senior professors, and then embed future goals into this story. This makes the teachers feel like they are “writing the story,” not just “tools” for achieving targets. In meetings, we should read fewer prepared speeches and tell more of these warm, relatable stories.

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

The most effective approach is the “failure case analysis meeting.” Successful experiences are often difficult to replicate, but everyone can learn from the lessons of failure. Take out some projects that didn't go well or tasks that failed to motivate staff, and have everyone discuss them anonymously: Where did the communication go wrong? Which step discouraged everyone? Learning from the negative makes a deeper impression and helps us identify which pitfalls to avoid.

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

A common obstacle is the lack of uniformity across departments. While a university's strategy may be universally applicable, the situations differ significantly

between liberal arts colleges, science colleges, and administrative departments. If middle managers simply forward these directives and demand a “one-size-fits-all” approach, they are bound to run into problems. The communication barrier lies in the lack of a “personalized translation” step failing to translate the university's general requirements into specific action plans tailored to the specific needs of each unit.

4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

Tools like “strategy maps” or “OKRs” (Objectives and Key Results) can be promoted. However, this shouldn't just be about teaching concepts. Schools should ideally provide several real world case study templates from different departments that have already proven successful. Let's learn by looking at these templates: how is the school's “internationalization” strategy broken down in the School of Foreign Languages, and how is it broken down in the School of Science and Engineering? Learning by example is more effective than simply training in theory.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

The difficulty lies in the “single evaluation criteria” and the “vague development path.” The school primarily focuses on papers and projects. I want to support an administrative staff member's development in management, but the school lacks a corresponding promotion channel and recognition system. I encourage him, but I can't offer him anything substantial; over time, both of us feel powerless. This isn't a systemic problem that can be solved through my personal communication.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of “developing subordinates”?

The university should establish a formal “dual track development” system and clearly publicize it. Teachers and administrators should be aware that in addition

to pursuing professional and technical titles, there is a clear path for promotion to management positions or staff ranks. At the same time, we middle managers should be allocated a “development fund” the amount doesn't need to be large, but I can decide how much to reward subordinates who demonstrate outstanding performance in non research areas (such as teaching innovation or management services). This way, my support will be truly effective.

7. In management communication, why is “two-way alignment of consensus” much more difficult than “one-way issuance of instructions”?

To be honest, it's because everyone is “afraid.” Teachers are afraid of their superiors, and colleagues are afraid of offending others. If you ask them to offer opinions, their first thought is, “Should I say this?” or “Will they have a bad opinion of me if I do?” So it's not that they don't want to align themselves, it's that they're afraid to speak openly. This is much harder than simply following instructions, where there's no risk involved.

8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it be overcome?

The biggest challenge is the lack of a safe environment for discussion. People are unsure if your “welcome to offer opinions” is genuine and worry about potential repercussions. To overcome this, I must start with myself. First, I need to proactively expose my weaknesses, such as saying in a meeting, “I didn't handle this issue well before; what do you all think we should do?” Second, I must protect those who dare to speak out; I must publicly thank and encourage the first person to raise an objection, no matter what. Finally, and most importantly, I must follow up on every question, even the most pointed ones. Even if a solution can't be found immediately, I must regularly report on the progress. This shows everyone that speaking up is truly effective.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

I've observed two contributing factors: First, “discussions without decisions, and decisions without implementation.” Meetings are lively, but decisions are

delayed or not implemented, leaving everyone feeling the discussions were pointless. Second, “professional opinions are not respected.” For example, in project evaluations, the professional judgment of frontline teachers sometimes loses out to non professional “balancing” considerations. This makes teachers feel their professional participation is worthless.

10. While ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of engagement and influence?

I suggest two very specific solutions: First, “publicize decision making topics in advance and pre screen materials.” Avoid surprise meetings; distribute the topics and relevant materials to everyone beforehand to allow time for consideration, ensuring that substantive opinions can be raised at the meeting. Second, “establish an expert panel voting system.” For professional matters such as academic evaluation and project review, form temporary, anonymous expert panels to vote. We, as administrators, are only responsible for organization and support, not interfering with the voting results. This way, teachers' professional opinions will carry decisive weight, and their sense of participation will be genuine.

Interviewee 4

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

The root cause lies in a lack of “sense of gain.” Teachers feel that school development is the responsibility of the leadership, and they don't share in the benefits. To improve this, communication must clearly define the link between “school development” and “personal development.” For example, if the school successfully applies for a doctoral program, we must immediately tell the teachers: this means we can recruit more graduate students, your research projects will be more readily available, and the number of positions available for promotion may

increase. Every time we discuss major school events, we must follow up with a few sentences asking, “What does this mean for each of us?”

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

“Practical observation and debriefing” is the most effective approach. We're organized to spend two days in departments with strong team cohesion or at other universities, either listening to reports or observing their daily meetings, how they handle conflicts, and how they celebrate small victories. Afterwards, everyone sits down to debrief: Which words or actions played a key role? Can we learn from them? How can we apply this to our own departments?

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

The obstacle is often conflicting policies. Each department in the university pushes out its own strategy, and sometimes when it reaches us, the requirements of these strategies conflict, or resources are allocated unfairly. We middle managers find ourselves in a difficult position; we can't explain things clearly to those below, and when we try to communicate upwards, we're often met with excuses. This lack of coordination between strategies creates confusion and is the biggest communication barrier.

4. How can we help managers translate macro-level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

The school needs to provide a “Strategic Collaboration Workshop” and a “Resource Matching Guide.” The workshop helps us clarify the priorities and internal connections between different strategies. The “Resource Matching Guide” acts like a checklist, telling us which project funding and supporting policies we can typically apply for to achieve a strategic goal. With this, we'll have a clear understanding when breaking down tasks and won't make empty promises when presenting them to our teachers.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

The biggest challenges are “information asymmetry” and “unequal opportunities.” My information and resources are limited, while teachers hear a lot of information from various channels, some of which are rumors. I need to spend a lot of time clarifying and explaining. In addition, some high quality opportunities (such as overseas study visits) are often concentrated in the hands of a few teachers with extensive networks. I want to support everyone fairly, but it is difficult to break through this invisible circle.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of “developing subordinates”?

The school should establish an open and transparent “Development Opportunity Information Platform.” All training, projects, visiting scholar, and secondment opportunities should be uniformly published, with all standards, procedures, and deadlines made public. Our responsibility as administrators is to supervise and guide our subordinates in applying, not to control the allocation of opportunities. Simultaneously, the platform should have a “growth profile” function, allowing both me and the teachers to clearly see their development trajectory and provide suggestions for future steps.

7. In management communication, why is “two-way alignment of consensus” much more difficult than “one-way issuance of instructions”?

Because it requires managers to relinquish some “control.” Giving instructions means controlling the entire process; aligning with consensus means accepting the other party's pace, logic, and even modifying my original intentions. This requires strong self confidence and the ability to tolerate mistakes. Many people, including myself, sometimes think: what if the discussion goes astray or slows down the progress? This fear of “losing control” is a mental obstacle that hinders two-way communication.

8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it be overcome?

The challenge lies in “establishing a habit of continuous feedback.” Often, it's just a passing fad a seminar is held, some opinions are collected, and then that's it. To overcome this, feedback must be “mechanized” and “routine.” For example, I could mandate that within a week of assigning an important task, I must have an informal progress meeting with the relevant teachers to gather feedback; or, utilizing the existing weekly and monthly report system, require teachers to include a “work suggestions and difficulties” section in their reports. We need to cultivate this habit through a system.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

The key issue is the lack of “decision weighting.” People feel that their opinions carry almost no weight on the scales of decision making. This could be due to a lack of transparency in decision making criteria (not knowing which opinions will be valued), or it could be because the final decision makers already have a bias, and the discussion is merely a formality. When people feel their voices are as insignificant as a feather, they naturally don't feel any real impact.

10. Under the premise of ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of participation and influence?

I advocate for “phased participation in decision making” and “signed recommendation system.” For complex decisions, the process is divided into several stages: “problem diagnosis,” “solution conception,” “solution evaluation,” and “final decision.” At different stages, different groups of employees are invited to participate deeply in their areas of expertise. At the same time, important recommendations must be signed. While this may create some pressure, it encourages serious thinking and ensures that valuable suggestions are traceable and recognized, greatly enhancing influence and a sense of responsibility.

Interviewee 5

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

I believe the root cause is a “lack of trust.” Teachers lack confidence in the management's ability to truly lead them to achieve their goals, feeling that many plans are just empty promises. The key to improvement isn't more talk, but more action. When communicating, we should connect our future plans to what we 've already accomplished. For example, we could say, “Look, the base we jointly applied for last year was successful, which shows we have the capability. This year's new goal from the school presents an opportunity for us to capitalize on this momentum and expand the base further.” We should use past successes to underpin our future vision.

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

“High-level mentorship” and “stress scenario drills.” We invite school leaders or respected senior deans to serve as mentors, not to give lectures, but to consult them when we encounter real world motivational challenges and hear their analyses of how they handled similar situations in the past. Simultaneously, we design and practice high pressure management scenarios, such as how to motivate a team when resources are cut, with on site feedback from mentors and peers.

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

“Time lag” and “information attenuation.” School strategic plans are often forward looking, but specific supporting policies and budgets may lag behind by six months or even longer. When we communicate this to lower levels, we can only provide the direction, not the details, which makes them feel it's unreliable. By the time the details arrive, everyone's enthusiasm may have cooled. This information vacuum in the time lag is a fatal flaw in communication.

4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

The school should establish a coordinated mechanism for the release and interpretation of “strategy-policy-resources.” When releasing a strategy, the accompanying core policies and resource allocation plans should be announced simultaneously or as soon as possible. More importantly, training should be provided to our middle-level managers on “policy interpretation” so that we can accurately understand the school's intentions and boundaries. In terms of tools, a dynamically updated online “strategy implementation toolkit” manual would be very useful, containing various case studies, templates, and frequently asked questions.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

“Institutional constraints” are the fundamental difficulty. These include limitations on staffing levels, seniority based professional title evaluations, and rigid salary systems. I very much want to support capable young people, but faced with these rigid frameworks, what I can do is very limited, and often I end up making empty promises. This frustrates both me and my subordinates.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of “developing subordinates”?

The school needs to delegate some “micro level personnel authority” and establish a “special incubation fund.” For example, I could be allowed to redistribute performance bonuses within the department, providing immediate and visible rewards to subordinates who make outstanding contributions. A departmental talent incubation fund could be established, with my responsibility for reviewing and allocating funds, to support subordinates' promising but not yet qualified “small ideas” for school level projects. This would give me real leverage.

7. In management communication, why is “two-way alignment of consensus” much more difficult than “one-way issuance of instructions”?

Because it challenges the established “power order.” In many people's minds, leaders should issue orders, and subordinates should obey. Two-way communication blurs this boundary, making some managers and subordinates uncomfortable. Managers worry about their authority being undermined, and subordinates may feel pressured by the responsibility they bear. This is a deep seated change in culture and work habits, and is certainly more difficult than maintaining the status quo.

8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it be overcome?

The biggest challenge lies in “transforming listening into credible action.” People don't care how much you listen, they only care how much you change. The solution is to “quickly establish early victories.” Specifically identify one or two issues that have drawn strong reactions but are relatively easy to resolve, solve them swiftly and decisively, and then loudly attribute the success to the person who made the suggestion. Show everyone with tangible changes: your voice can change reality. Once this initial trust is established, the cycle can continue.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

The main reasons are “lack of transparency in the decision making process” and “lack of feedback loop.” Everyone participates, but they don't know what role their opinions played in the decision making process, or even what the final decision was or why it was made that way. It's like a black hole; opinions are thrown in, but there's no echo. Participation without feedback is destined to be a mere formality.

10. While ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of engagement and influence?

I propose implementing a “Decision Impact Assessment and Reporting” system. After a decision is made, our managers or a designated team should briefly assess which participants' opinions had a key, partial, or inspirational impact on the final decision, and report this assessment within a certain scope. This doesn't

necessarily involve material rewards, but this public recognition of intellectual contributions is crucial for knowledge workers. Simultaneously, it should be clearly defined which categories of decisions will have the weight of a “veto” or “pass,” truly giving them substantial influence.

Interviewee 6

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

I think the problem is a “lack of participation.” Goals are set at the top and simply thrown down, leaving teachers feeling like mere implementers rather than co-creators. To improve this, communication needs to start earlier. For example, during the drafting stage of the school plan, I should organize discussions to gather our professional opinions and feedback on practical difficulties. Even if the impact is only slight, teachers will feel, “My ideas are here,” making the implementation process completely different.

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

I believe it's about “coaching style dialogue training.” Many managers don't know how to motivate people one-on-one; they either give bureaucratic platitudes or engage in awkward small talk. Professional training is needed to simulate various scenarios: How to talk to teachers who are giving up? How to encourage frustrated key personnel? How to make young teachers feel valued? Practice asking questions, listening, and providing specific rather than empty encouragement. Shift motivation from “group pronouncements” to “personal connections.”

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

“Professional barriers” are a major obstacle. School strategies are often led by administrative and planning departments, which front line academic teachers may find “out of touch” and “outsiders directing insiders.” When we middle-level

managers communicate these strategies, if we don't fully understand them ourselves, we can easily be stumped by the teachers' questions about the nature of their professions. Communication thus gets stuck between the “universality of the strategy” and the “specificity of the profession.”

4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

We need to establish a “strategy academic” translation community. Led by the university, we should organize a group of managers and scholars who understand both strategy and various disciplines to jointly develop a series of “strategy implementation guidelines” for different subject groups. Once we have these guidelines, we can then fine tune them according to our own circumstances. This is far more efficient and accurate than having each of our middle managers figure it out from scratch.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

The difficulty lies in the conflict between “development aspirations and the interests of the organization.” For example, a key teacher wants to take a leave of absence to pursue a postdoctoral degree, which is beneficial for him personally, but it would seriously affect the current work of our department. If I support him, the team's operation will be affected; if I don't support him, it will hinder his growth. This dilemma often puts me in a very difficult position.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of “developing subordinates”?

The university should establish a “talent pool” and a “flexible job mobility” mechanism. When a key member goes for further studies, the university or department can temporarily allocate additional personnel, or allow us to hire short term replacements at costs covered by the university's talent fund. In this way, the

department's interests will not be harmed by the development of an individual, and managers can more confidently support their subordinates.

7. In management communication, why is “two-way alignment of consensus” much more difficult than “one-way issuance of instructions”?

Because it's essentially “negotiation” and “compromise,” while giving instructions is “commanding.” Reaching a consensus requires both sides to concede something and find the greatest common denominator. This process is laborious, and the result may not be the optimal solution I initially envisioned. Many people, especially managers with strong business acumen, feel it's more efficient to simply set an optimal solution themselves and let everyone execute it. The difficulty lies in whether they are willing to accept that “non optimal but acceptable” outcome.

8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it be overcome?

The challenge lies in “distinguishing between emotions and facts” and “managing feedback expectations.” Subordinates often provide feedback tinged with emotion, and if managers are swayed by these emotions or only respond to emotions while ignoring the core facts, communication fails. The solution is to practice “feedback confirmation” while listening: “I understand you to be saying...this matter, how do you feel right now...? Am I understanding correctly?” Address emotions first, then focus on the facts. Simultaneously, clearly communicate the feedback processing procedure and possible outcomes, managing expectations and avoiding secondary disappointment due to excessively high expectations.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

A key factor is the disconnect between decision making and implementation/supervision. People feel that even if their opinions are adopted, if the implementation phase is completely distorted, or if there's no oversight at all, then their previous participation is meaningless. They feel their influence is confined to the meeting room and cannot extend beyond the office.

10. Under the premise of ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of participation and influence?

A “task assignment system” and the delegation of “execution supervision authority” can be implemented. After a decision is made, the specific tasks are made public, allowing employees to voluntarily claim them rather than being forcibly assigned. Simultaneously, an “execution observation group” composed of relevant employees is established, empowered to monitor progress, provide feedback on issues, and report regularly to all employees. In this way, employees not only have a voice in decision making but also feel a sense of ownership in the execution process, ensuring their influence permeates the entire process.

Interviewee 7

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

Perhaps it's because “the changes are too rapid, and we're exhausted from coping.” The school has introduced many new concepts and tasks in recent years; teachers haven't even digested one before another arrives, making it feel like a constant cycle of ups and downs. In terms of communication, I need to help everyone “simplify” and “find connections.” I need to explain how new goals relate to existing work, clarifying that this isn't a complete overhaul, but rather an upgrade and deepening. For example, with the new emphasis on “ideological and political education in curriculum,” I connect it to the teaching method reforms everyone is already undertaking, explaining that this is about infusing it with meaning, not adding an extra burden.

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

I believe a “Psychological Capital Building” workshop is essential. A manager's optimism, hope, and resilience directly impact team morale. Training

should teach us how to maintain a positive mindset under pressure, how to identify and share small successes within the team, and how to lead the team to learn from failures rather than blame each other. Only when managers have inner light can they illuminate their teams.

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

The obstacle brought about by the “simplification of assessment indicators”. School strategies are diverse, but ultimately, assessments often boil down to hard indicators like papers and projects. When we communicate other strategic tasks (such as social service and cultural heritage preservation) to teachers, they instinctively ask, “Does this count as workload? Does it count towards promotion?” If we can't answer these questions, the communication is ineffective. There is a huge gap between the richness of strategy and the singularity of assessment.

4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

The university must implement a comprehensive evaluation system reform and provide us, the middle-level managers, with a clear “Guideline for Evaluating Diverse Contributions.” This guideline should explain how different types of strategic contributions (teaching, research, management, service, culture, etc.) are identified, recorded, and valued. With this “metric,” we will have a basis for assigning tasks and communicating with teachers, and it will encourage everyone to work towards multiple goals.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

“Time conflicts” are a real difficulty. Teachers already have heavy teaching and research workloads, and I want to arrange training and exchange programs for them, but they often can't find the time. Pushing them too hard would affect their current work, while not pushing them would be detrimental to their long term

development. Balancing subordinates' "current output" and "future investment" is a very practical problem.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of "developing subordinates"?

Schools should implement an "academic leave" or "development leave" system, along with supporting measures. After accumulating a certain number of years of service, teachers should be entitled to apply for a period of time (e.g., one semester) to focus on a specific development task (training, visiting scholar program, writing a monograph, etc.). During this period, their teaching duties should be reduced or the school should fund substitute teaching. This provides teachers with a block of time and allows administrators to more easily support their development plans when allocating work.

7. In management communication, why is "two-way alignment of consensus" much more difficult than "one-way issuance of instructions"?

Because it exposes and requires dealing with "complexity," while issuing instructions can make it seem like the problem is simple. Any important task has areas of complexity and ambiguity. In two-way communication, these complexities and ambiguities are laid bare, requiring joint clarification, judgment, and risk taking. This is a mental challenge for both managers and subordinates. Many people tend to avoid this challenge, choosing to mask complexity with simple instructions.

8. In your experience, what is the biggest challenge in establishing a good "listen-feedback" cycle? How can it be overcome?

The challenge lies in "establishing informal, frequent communication channels." People tend to be reserved in formal meetings. The solution is to consciously create relaxed, informal opportunities for exchange. For example, regularly have a working lunch with different teachers, chat in the research office, or initiate lighthearted discussions in the company's WeChat group. In these settings, people are more relaxed, more likely to express their true thoughts, and feedback is more immediate and natural.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

The core issue is the mismatch between decision making authority and responsibility. Employees are involved in decision making, but they are not given corresponding rights to information, process oversight, and shared responsibility for consequences (or shared benefits). Without this mismatch between rights, responsibilities, and benefits, participation becomes meaningless and has no real impact.

10. While ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of engagement and influence?

We can try “micro project systems” and “internal contracting systems.” Package relatively independent tasks into “micro projects,” and publicly tender them within the department, allowing teachers to freely form teams to bid. The winning team enjoys full autonomy in decision making within the budget and framework, and is responsible for the results. Project outcomes are directly linked to performance bonuses. In this approach, employees have significant decision making power and influence in the projects they “contract,” resulting in a genuine sense of participation.

Interviewee 8

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

The root cause lies in a “value alignment gap.” The university's grand narrative sometimes doesn't fully align with the academic and teaching values pursued by individual teachers. The key to improvement is establishing a “value link” through communication. I can't just talk about “serving the regional economy” in abstract terms; I need to explain how this can foster influential applied research, enrich teaching cases, and even incubate innovative teams. Teachers need to see

that achieving the university's goals and pursuing their personal academic careers can follow the same path.

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

“Cross departmental shadow learning” and “structural reflection” involved spending a few days “shadow learning” in non teaching and research departments such as student affairs, logistics, and industry university cooperation to see how they motivate completely different teams. Upon returning, we would then engage in in-depth reflection in relation to our own work: what are the similarities and differences in the core principles of motivating knowledge workers versus motivating administrative and support staff? This kind of comparative learning, which involves stepping outside of the usual environment, is most likely to inspire new ideas.

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

The contradiction lies in the relationship between the long term nature of strategy and the short term nature of performance evaluation. Much of our work, especially in basic discipline development and talent cultivation, has a long timeframe for yielding results. However, the university's annual and term based performance evaluations are short term. When I communicate long term strategies to teachers, they naturally ask, “What about my performance evaluation over the next few years?” If the university lacks a mechanism to accommodate long term investments and specific evaluation methods, my communication lacks persuasiveness.

4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

Schools should provide a “strategic contribution map” and a “long term assessment template.” The “contribution map” visually demonstrates how different tasks link to different levels of the strategy. The “assessment template” helps us design personalized, phased assessment plans for teams or teachers undertaking long

term tasks, clarifying milestones and expected outputs at different stages, and gaining the school's approval. This allows us to provide a clear, institutionally guaranteed “roadmap” and “assessment form” when breaking down tasks.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

The biggest challenge is the “limitation of platform and vision.” The support I can provide is mostly within the institute and university. But my subordinates, especially the young talents, need a broader academic network, industry connections, and an international perspective. My personal resources and network are limited, making it difficult to meet their higher-level development needs.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of “developing subordinates”?

The university should focus on building an “external resource linking platform” and an “internal recommendation fast track.” The platform proactively connects with renowned scholars, corporate mentors, and international partners to form a resource pool, and allows administrators to make targeted recommendations for their subordinates. The “recommendation fast track” means that I can formally recommend exceptionally outstanding subordinates directly to the university's talent office or university leaders, bypassing lengthy routine procedures and allowing outstanding talents to receive faster and higher-level attention and support.

7. In management communication, why is “two-way alignment of consensus” much more difficult than “one-way issuance of instructions”?

This is because it demands an “equal dialogue stance,” which is counterintuitive in hierarchical organizations. Giving orders is safe; it reinforces hierarchy. Two-way alignment, on the other hand, requires managers to temporarily set aside their authority and appear as collaborators rather than commanders. This shift in stance requires not only skill but also inner security and genuine trust in the team, which is a hurdle for many managers.

8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it be overcome?

The challenge lies in “transforming feedback into systemic improvement, not just handling individual cases.” Listening to and resolving individual problems is merely “firefighting.” The true cycle is about seeing a category of problems from a single issue, thereby driving the optimization of systems and processes. The solution is to establish a “problem-pattern-system” debriefing mechanism. Regularly (e.g., quarterly), categorize and analyze collected feedback to identify common issues, then initiate small scale system revisions or process optimization projects, publicly announcing that these changes stem from everyone's feedback. Let everyone see that their voices are driving organizational progress.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

The “pre-defined decision making options” are a hidden killer. Often, the discussion revolves around “how to implement option A,” rather than “should we choose option A or option B?” The core premise and key options of the decision have already been predetermined, rendering subsequent discussions ineffective. Employees feel they are merely getting bogged down in details, failing to grasp the true core of the decision.

10. While ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of engagement and influence?

I advocate for the democratization of decision making issues and the parallel deliberation of multiple options. Important decision making issues should, in part, originate from employee proposals. For given issues, at least two (preferably three) alternatives, each with its own advantages and disadvantages, must be prepared and thoroughly discussed by the team. Decision makers must explain their reasons for choosing one option over others and address concerns about the merits of the rejected option. This process ensures that employees can influence the starting point (issue) and process (option comparison) of the decision making process.

Even if their opinions are not ultimately adopted, they feel respected because they have undergone rigorous weighing.

Interviewee 9

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

I feel that “distance creates estrangement.” Ordinary teachers often feel that school-level matters are far removed from their own lives, and they are unclear about the decision making process. To improve communication, we need to increase “transparency” and “a sense of process.” For example, I selectively share (non-confidential) minutes of relevant school meetings and some background data with the team. I talk to them about the external pressures the school faces and the dynamics of other universities. This helps them understand that goals are not arbitrary but have context and competition. Understanding “why” makes it easier to accept “what.”

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

“Specialized training in positive feedback skills” is crucial. We Chinese are accustomed to criticizing and correcting, but not so adept at discovering and praising. Training should teach us how to give specific, timely, and sincere positive feedback. For example, instead of simply saying “Well done,” say something like, “In that presentation, you explained complex data so clearly using that chart, even a layperson could understand it. This demonstrates your strong user centric thinking.” This kind of specific praise has a tremendous motivating effect.

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

“Overly abstract and positive language” can sometimes be an obstacle. Strategic documents are full of words like “strengthen,” “deepen,” and “promote,” but what exactly constitutes “strengthening”? There's a lack of measurable

standards. When we communicate this downwards, it's also difficult to be specific. Teachers become confused: What step exactly do I need to achieve?

4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

Schools can promote the use of “Success Criteria Checklists” or “Key Results (KR) Description Templates.” Examples of KR descriptions can be provided for common strategic directions. For example, for “enhancing internationalization,” a KR could be described as “hosting X online seminars with foreign experts this year” or “supporting Y graduate students to participate in and present at international conferences.” With these examples, we can have a reference when developing our own department's KRs and it will be easier to communicate expectations clearly with faculty.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

The “fairness dilemma.” Resources are limited; who should receive them and who shouldn't? Favoring key personnel might discourage others who contribute quietly; while egalitarianism fails to incentivize top talent. Establishing a support mechanism that is both fair and efficient often leaves me perplexed.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of “developing subordinates”?

The school can establish a “resource application system based on contribution points.” Teachers accumulate points through various contributions such as teaching, research, and service. Applications for many development resources (such as training, small research start up grants, and conference participation subsidies) are linked to these points. Our role as administrators is to help teachers plan how to accumulate points and verify the authenticity of their application materials. In this way, resource allocation has a relatively objective basis, my pressure is reduced, and I can focus more on mentoring rather than making decisions.

7. In management communication, why is “two-way alignment of consensus” much more difficult than “one-way issuance of instructions”?

Because it tests the “ability to foster consensus,” not just the “ability to disseminate information.” Giving instructions only requires clear expression. Aligning consensus requires guiding discussions, bridging differences, summarizing consensus, and ensuring everyone accepts that summary. This is a high-level skill that requires guidance and catalysis, and many managers have not received relevant training.

8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it be overcome?

The challenge lies in overcoming defensiveness – both from subordinates and from ourselves. Subordinates fear making mistakes, while we ourselves fear criticism. The solution is to start by discussing the “task” rather than evaluating the “person.” When seeking feedback, focus on “what can be improved in our work processes/systems/methods?” rather than “what are my personal problems?” Create a constructive atmosphere that focuses on the issue, not the person.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

“The decision making logic is not shared.” Managers make decisions based on certain information, pressure, or considerations, but the underlying logic is not fully shared with the participants. Everyone only sees the result and cannot understand its rationale, so they feel that their opinions have not been seriously considered and have just been a formality.

10. While ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of engagement and influence?

A “hypothesis testing meeting” and “limited veto power” can be implemented. After a preliminary decision is formed, a brief meeting is held to publicly disclose the key “assumptions” upon which the decision is based (e.g., “We believe the market needs feature A,” “This project's budget is feasible within range B”), and everyone is asked to test whether these assumptions hold true.

Simultaneously, for decisions closely related to the core interests of specific employees or groups, they are granted limited “veto power,” meaning they can raise strong objections and request a postponement, initiating a second review process. This empowers employees to influence the underlying logic of the decision and to halt it in an emergency.

Interviewee 10

1. What are the main reasons you've observed a lack of resonance within the team regarding the school's development goals? What specific communication behaviors should managers employ to improve this situation?

The problem might be “unclear path and lack of confidence.” It's not that people don't agree with the goal, but rather that they feel, “The goal is great, but can we achieve it?” During communication, besides outlining the blueprint, it's even more important to demonstrate the “first step” and “feasibility.” I will analyze our existing foundation, unique advantages, and even find successful cases with lower starting points to prove that “it's entirely possible for us to do it.” Breaking down the grand goal into seemingly achievable steps builds confidence.

2. What is the most effective training method or practical exercise to improve managers' ability to motivate teams?

A hands on exercise on “Team Dynamics Diagnosis and Intervention.” This provides tools and methods to diagnose the current state of your team: Are they complacent? Confused? Or anxious? Then, for each different state, learn different communication and motivational intervention strategies. This is like a doctor diagnosing an illness, first making a diagnosis, then prescribing, rather than prescribing the same medicine for every ailment.

3. What communication barriers are commonly encountered when translating school strategies into specific departmental tasks?

“The Conflict Between Administrative and Academic Logic.” Strategic implementation often follows administrative logic (emphasizing planning, milestones, and reporting), while academic work has its own logic (requiring inspiration,

exploration, and tolerance for error). When we use administrative language and pace to convey academic strategies, teachers instinctively feel resentful and constrained. How to advance strategies using language and methods that the academic community can understand and accept is a challenge.

4. How can we help managers translate macro level strategies into concrete, actionable, and mutually agreeable goals for teams and individuals? What tools or methods are needed?

We need to develop an “academic translation and consultation” mechanism and a toolkit of communication techniques. This toolkit should teach us how to transform administrative goals into “real problems” of concern to the academic community. For example, transforming “completing XX social service indicators” into an academic topic like “exploring the verification and adaptation of XX theory in regional practice.” The toolkit should include how to organize academic seminars to discuss implementation paths and how to formulate dual evaluation standards that combine academic value with administrative requirements.

5. In the existing work environment, what are the main difficulties that managers face when supporting the personal development of their subordinates?

“Cross departmental collaboration is difficult.” The development of subordinates often requires policy support or resource support from other departments (such as the human resources department, research department, and international department). As a middle manager, I often feel overwhelmed when coordinating these parallel departments. The processes are cumbersome and inefficient, causing many good development plans to be stalled halfway.

6. What mechanisms can schools establish or what resources can they provide to support administrators in more effectively fulfilling their responsibility of “developing subordinates”?

Schools should establish a “One-Stop Service Center for Talent Development” or a “Middle-Level Manager Support Specialist.” When we encounter cross departmental collaboration issues, we can have a unified entry point or a designated coordinator to help us connect, follow up, and expedite processes.

Streamlining processes and clarifying deadlines will allow us to focus more on guiding and developing our subordinates, rather than wasting time on bureaucratic processes and bureaucratic wrangling.

7. In management communication, why is “two-way alignment of consensus” much more difficult than “one-way issuance of instructions”?

This is because it means managers have to manage uncertainty. When instructions are given, the outcome is (at least theoretically) certain. However, reaching consensus through open discussion introduces various variables and perspectives, leading to a degree of uncertainty. Many managers feel anxious about uncertainty and therefore prefer the more certain instruction model.

8. In your experience, what is the biggest challenge in establishing a good “listen-feedback” cycle? How can it be overcome?

The challenge lies in the “depth of listening.” We often only hear what the other person “said,” without discerning what they “didn't say” or the “emotions and needs behind their words.” The solution is to practice “empathic listening” and “questioning to uncover the truth.” After the other person finishes speaking, try to confirm their point with phrases like “You mean...”, “Did you feel...?” and follow up with questions like, “Is there anything else you care about regarding this?” Only deep listening can elicit high quality feedback.

9. What factors lead employees to feel that they “participate in the decision making process but have no real influence”?

“The disconnect between decision making, execution, and evaluation.” Employees participate in decision making, but during the execution phase, they find they lack corresponding resource allocation authority or method selection rights, or in post evaluation, the success or failure of the decision is irrelevant to them. This disconnect turns participation into an isolated process, naturally failing to generate a perceived substantial impact.

10. While ensuring decision making efficiency, what specific process designs or authorization methods can significantly enhance employees' sense of engagement and influence?

Implement an integrated “decision-execution-evaluation” team responsibility system. For important tasks, establish a dedicated team composed of relevant employees. This team not only participates in the formulation of decision making plans but is also granted the necessary authority for execution (such as financial approval of a certain amount and internal manpower allocation), and is responsible for the final results. Its performance evaluation is strongly linked to the team's achievements. Team members enjoy a high degree of autonomy and influence throughout the entire closed loop, experiencing a complete and profound sense of participation.

Appendix D

The Results of the Quality Analysis of Research Instruments

1. The index of objective congruence (IOC)

Model For Developing Communication Leadership Of Administrators In Public Universities In Guangxi

No.	Current situation of the communication leadership of administrators in public universities	Experts					IOC	Validity
		1	2	3	4	5		
Inspirational motivation								
1	University administrators articulate an inspiring vision that makes me feel optimistic about our future.	1	1	1	1	1	1.00	Valid
2	University administrators connect the university's strategic goals to my personal sense of purpose and meaning at work.	1	1	1	1	1	1.00	Valid
3	University administrators motivate me to commit to and strive for our shared objectives.	1	1	1	1	1	1.00	Valid
4	University administrators encourage me to go above and beyond my routine duties.	1	1	1	1	1	1.00	Valid
5	University administrators express confidence in our team's ability to successfully meet challenges.	1	1	1	1	1	1.00	Valid
6	University administrators frame difficulties as opportunities that we can collectively overcome.	1	1	1	1	1	1.00	Valid
7	University administrators communicate high standards of performance and express belief that	1	1	1	1	1	1.00	Valid

No.	Current situation of the communication leadership of administrators in public universities	Experts					IOC	Validity
		1	2	3	4	5		
	we can achieve them.							
8	University administrators foster enthusiasm and a positive attitude among team members, even during setbacks.	1	1	1	1	1	1.00	Valid
9	University administrators create a collective sense of purpose that bridges our daily tasks to long term aspirations.	1	1	1	1	1	1.00	Valid
10	University administrators inspire us by making us feel that our contributions are vital to the university's success.	1	1	1	1	1	1.00	Valid
Vision Communication								
11	University administrators clearly describe a desirable and attainable future for our department or university.	1	1	1	1	1	1.00	Valid
12	University administrators effectively link the organization's vision to its core values and long term strategic goals.	1	1	1	1	1	1.00	Valid
13	University administrators translate abstract strategic objectives into concrete and understandable goals for our team.	1	1	1	1	1	1.00	Valid
14	University administrators use compelling stories or examples to make the vision relatable and	1	1	1	1	1	1.00	Valid

No.	Current situation of the communication leadership of administrators in public universities	Experts					IOC	Validity
		1	2	3	4	5		
	memorable.							
15	University administrators explain how the shared vision aligns with the interests of both the organization and its members.	1	1	1	1	1	1.00	Valid
16	University administrators engage in interactive dialogues to discuss and refine the organizational vision.	1	1	1	1	1	1.00	Valid
17	University administrators adapt their explanation of the vision to suit different audiences and situations (e.g., faculty meetings, one-on-one discussions).	1	1	1	1	1	1.00	Valid
18	University administrators consistently communicate the vision over time to maintain our focus and commitment.	1	1	1	1	1	1.00	Valid
19	University administrators use the shared vision as a tool to unite and guide us toward a common direction.	1	1	1	1	1	1.00	Valid
20	University administrators foster a collective understanding of how our daily work contributes to the long term vision.	1	1	1	1	1	1.00	Valid
Individual Consideration								
21	University administrators treat me as an individual with unique needs and aspirations, not just as a member of the group.	1	1	1	1	1	1.00	Valid

No.	Current situation of the communication leadership of administrators in public universities	Experts					IOC	Validity
		1	2	3	4	5		
22	University administrators take the time to understand my personal career goals and professional development needs.	1	1	1	1	1	1.00	Valid
23	University administrators provide me with personalized guidance and coaching to help me improve my performance.	1	1	1	1	1	1.00	Valid
24	University administrators genuinely listen to my concerns and ideas with attention and respect.	1	1	1	1	1	1.00	Valid
25	University administrators give me feedback that is specific, constructive, and tailored to my personal situation.	1	1	1	1	1	1.00	Valid
26	University administrators acknowledge and recognize my individual contributions and achievements.	1	1	1	1	1	1.00	Valid
27	University administrators delegate tasks or responsibilities that align with my strengths and interests.	1	1	1	1	1	1.00	Valid
28	University administrators show care and support for my well being, not just my work outcomes.	1	1	1	1	1	1.00	Valid
29	University administrators create or advocate for opportunities that foster my personal growth and career advancement.	1	1	1	1	1	1.00	Valid

No.	Current situation of the communication leadership of administrators in public universities	Experts					IOC	Validity
		1	2	3	4	5		
30	University administrators build a relationship of trust by showing consistent support for my development.	1	1	1	1	1	1.00	Valid
Listening and Feedback								
31	University administrators listen attentively to understand my perspective before responding.	1	1	1	1	1	1.00	Valid
32	University administrators create an environment where I feel safe to express my opinions and concerns without fear of negative consequences.	1	1	1	1	1	1.00	Valid
33	University administrators encourage me to share my ideas and suggestions openly.	1	1	1	1	1	1.00	Valid
34	University administrators provide me with timely feedback that helps me improve my performance.	1	1	1	1	1	1.00	Valid
35	University administrators give constructive feedback that focuses on solutions and future improvement, not just on criticism.	1	1	1	1	1	1.00	Valid
36	University administrators are open to receiving feedback about their own ideas or leadership style.	1	1	1	1	1	1.00	Valid
37	University administrators use the feedback they receive to make visible	1	1	1	1	1	1.00	Valid

No.	Current situation of the communication leadership of administrators in public universities	Experts					IOC	Validity
		1	2	3	4	5		
	improvements or changes.							
38	University administrators use listening and dialogue to clarify expectations and align our understanding.	1	1	1	1	1	1.00	Valid
39	University administrators check for understanding by summarizing or asking questions to ensure clear communication.	1	1	1	1	1	1.00	Valid
40	University administrators utilize input from team members to collaboratively solve problems.	1	1	1	1	1	1.00	Valid
Participative Decision Making								
41	University administrators involve relevant team members in the decision making process for issues that affect them.	1	1	1	1	1	1.00	Valid
42	University administrators actively seek out diverse opinions and perspectives before making important decisions.	1	0	1	1	1	0.8	Valid
43	University administrators value and seriously consider the professional expertise of staff and faculty when making decisions.	1	1	1	1	1	1.00	Valid
44	University administrators create opportunities for open dialogue and consultation when discussing key decisions.	1	1	1	1	1	1.00	Valid

No.	Current situation of the communication leadership of administrators in public universities	Experts					IOC	Validity
		1	2	3	4	5		
45	University administrators empower me by giving me a genuine voice in decisions related to my work.	1	1	1	1	1	1.00	Valid
46	University administrators incorporate the input and suggestions of stakeholders into the final decision.	1	1	1	1	1	1.00	Valid
47	University administrators explain how different viewpoints were considered in the decision making process.	1	1	1	1	1	1.00	Valid
48	University administrators foster a sense of psychological autonomy by trusting us to contribute meaningfully to decisions.	1	1	1	1	1	1.00	Valid
49	University administrators ensure that the decision making process is transparent and communicated clearly to all involved.	1	1	1	1	1	1.00	Valid
50	University administrators use participative decision making as a way to build broader commitment and reduce resistance to change.	1	1	1	1	1	1.00	Valid

2. Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis		
Number of Items	Sample Size	Cronbach's Alpha Coefficient
50	30	0.96

From the table above, it can be seen that the reliability coefficient value is 0.96, 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 study items are above 0.4, indicating that there is a good correlation between the study 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.

3. Results of Reliability Analysis

Simplified Format of Cronbach's Reliability Analysis			
Dimension Name	Number of Items	Sample Size	Cronbach's Alpha Coefficient
1. Inspirational motivation	10	297	0.95
2. Vision communication	10	297	0.94
3. Individual consideration	10	297	0.95
4. Listening and feedback	10	297	0.94
5. Participative decision making	10	297	0.93

From the table above, it can be seen that the Cronbach's alpha coefficients of the five dimensions range from 0.93 to 0.95, all of which are higher than 0.90. Specifically, Inspirational Motivation and Individual Consideration both have alpha coefficients of 0.95, Vision Communication and Listening and Feedback both reach 0.94, and Participative Decision Making has an alpha coefficient of 0.93. Since all values exceed the commonly accepted threshold of 0.70 and are even above 0.90, this indicates that the internal consistency of each dimension is very high and the reliability quality of the research instrument is excellent. In summary, the reliability coefficients of all dimensions are greater than 0.90, indicating that the questionnaire has strong internal consistency and high reliability, and is therefore suitable for subsequent formal data collection and further statistical analysis.

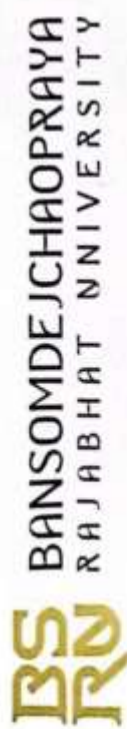
4. Adaptability Analysis

KMO and Bartlett's tests		
KMO value		0.94
Bartlett's sphericity test	Approximate chi-square	11657.90
	df	1225
	p-value	0.00

The KMO and Bartlett tests were used to validate the adaptability. From the table above, it can be seen that the KMO value is 0.94, 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



This is to certify that

Mrs.Ling Jinhuan

Achieved BSRU English Proficiency Test (BSRU-TEP) level

C2

Given on 3rd November 2023

(Assistant Professor Dr Kulsirin Aphiratvoradej)
Director

Appendix F

The Document for Acceptance Research

SCIENTIFIC CULTURE https://sci-cult.com ISSN: (online) 2407-9529; (print) 2408-0071		Acceptance Letter 
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To		Ref #: SC-268 Date: Mar 10, 2026
Patchara Dechhome *Corresponding Author: patchara.de@bsru.ac.th		
1	Title	Model for Developing Communication Leadership of Administrators in Public Universities In Guangxi
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	ISSN	2407-9529
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	Authors	¹ Ling Jinhuan, ² Patchara Dechhome, ³ Niran Sutheeriran, ⁴ Sarayuth Sethakhajorn, ⁵ Sahapat Insee ^{2*} Corresponding Author: patchara.de@bsru.ac.th Note: It is a conditional letter of acceptance as the author has not completed all requirements of publication so far. This letter is only for administrative purpose and cannot be used for academic promotion or graduate studies requirements.
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