

Guideline for Developing the Servant Leadership of Department Director in Public undergraduate universities in Guangxi

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Abstract:-The objectives of this research were: 1) to study the current situation of the servant leadership of department director in public universities in Guangxi, 2) to provide the guidelines for developing the servant leadership of department director in public undergraduate universities in Guangxi, 3) to evaluate the adaptability and feasibility of guideline for developing the servant leadership of department director in public undergraduate universities in Guangxi. The sample group of this research was 250 department director. The Interview group was 11 high-level administrators. 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: 1) the current situation of the servant leadership of department director in public undergraduate universities in Guangxi was at high level, 2) the guidelines for developing the servant leadership of department director in four aspects, which contain 51 measures. There are 11 measures for supporting characteristic orientation, 13 measures for enhancing relationship orientation, 13 measures for promoting mission orientation and, 14 measures for Supporting process orientation. 3) adaptability and feasibility of guidelines for developing the servant leadership of department director in four aspects were at highest level.

Keywords-Guideline for developing, Servant leadership, Department director, Public undergraduate universities

1. Introduction

World Level: Servant Leadership was introduced by the American scholar Greenleaf (1977) and did not become a mainstream leadership idea at the beginning. Since the 1990s, however, the economic environment has changed dramatically, with globalization and information technology becoming the backdrop for organizational development. In the last two decades, knowledge workers have become an increasingly important part of the organization, and the workforce is becoming more and more dominant. Employees are paying more and more attention to whether organizations can provide more learning opportunities and a platform to realize their own development and values. As a result, more and more employees are demanding that organizations incorporate ethics and humane care for employees into their daily management practices. In order to better adapt to many

new challenges and changes, people-centered servant leadership has become a new research perspective in academic research and is beginning to receive great attention from both academic and management circles.

Lin Weimin (2022) argues that leaders should have a sense of "service". In the future, school administrators must cultivate servant leadership, establish the concept of "servant leadership", have teachers and students in mind, and consciously serve the development of teachers and students, the development of the school, and the building of a modern nation.

The Guangxi Zhuang Autonomous Region is a relatively backward region in China, which makes it all the more important to promote higher education and cultivate excellent professionals. Guangxi belongs to an educationally underdeveloped region in China. There are 38 undergraduate institutions in the region, including 26 public undergraduate universities and 12 private public undergraduate universities, and the orientation of schooling is mainly local application-oriented public undergraduate universities, which have certain gaps compared with public undergraduate universities in other regions, and there are many problems in terms of management system and strategic layout. As a grassroots leader of the university, the department head is not a professional teacher in charge of teaching one or more courses, but a leader who has to lead the teachers of the profession to achieve their professional development goals through vision portrayal, action leading and resource integration. In terms of leadership behavior, Servant leadership respects the value of the individual, and the leader is committed to serving the individual and providing support for the individual to meet his or her various needs, thus being closer to the working environment and leadership requirements of knowledge workers than other leadership behaviors, and also more in line with their working characteristics. Therefore, the service-oriented leadership of department directors in public undergraduate universities in Guangxi is the key to improve the quality of school cultivation, which can effectively enhance the level of discipline construction in public undergraduate universities in Guangxi and inject new vitality into the talent management mechanism of public undergraduate universities in Guangxi.

2. Research Questions

1. What is the current situation of servant leadership of Department directors in public undergraduate universities in Guangxi?
2. What are the guidelines for developing the servant leadership of Department directors in public undergraduate universities in Guangxi?
3. Are the guidelines for developing the servant leadership of Department directors in public undergraduate universities in Guangxi adaptability and feasibility?

3. Literature Review

3.1 The concept of leadership

Hu Xiaodong(2015)The term "leadership" first appeared in the division of management functions by the management process school.

Li Lei & Yang Huaizhen (2011) leadership is a form of influence, the process of influencing others with thoughts and behaviors to follow one's goals. Leadership behavior is therefore closely related to leadership style.

Cui Yihu, Liu Mengxue, & Chen Tongyang(2020). gradually developed over a long period of personal experience and leadership practice and has a strong personal touch

3.2 The concept of servant leadership

Spears (1998)Servant leadership is a style of leadership that has a willingness to serve others, to help employees grow, and to respect and care for them.

Zhu Yue and Wang Yongyue (2014)A leadership style that enables staff to grow as service providers while gaining access to services.

Nathan, Mulyadi, Sen, Dirk, and Liden (2019) Another-oriented leadership style that prioritizes the personal needs and interests of employees and prioritizes the interests of others over one's own interests within the organization.

3.3 The concept of public undergraduate school

This study takes the 26 existing public undergraduate colleges and universities in Guangxi

3.4 The concept of the department directors

Chang Tongshan& Richard. Hartnett (2005) The head of the department mainly takes on the role of faculty development, leadership and management in realizing the university's educational goals and promoting the school's academic research.

Martin (1993) study the Department directors at public research universities found that they are cultural representatives of the institution, a bridge between the institution and the outside world, skilled administrators, planning analysts, it is the maintainer of university organization and personal relationship.

James et al. (1999) conducted a comparative study of department chairs in American and Australian universities, and found that due to similarities in culture and language, the tasks of department chairs in the two countries are roughly the same.

Hao Jianming (2020) based on the personal experience of being the head of the department, it is proposed that the head of the department should be an excellent teacher first, and then an excellent leader and an excellent coordinator.

Chen Xin et al. (2017) according to the observation and research on the position of the head of the department, it is concluded that the main responsibility of the head of the department is to select talents and enhance the vitality of the teaching staff of the department.

3.5 Related Research

He Zhaoyang and Chen Qingzhang (2014) proposed that middle-level cadres in colleges and universities should establish a new vision, recognize the source of their own power, reduce the use of administrative power, help their teachers succeed, transform the hierarchical system.

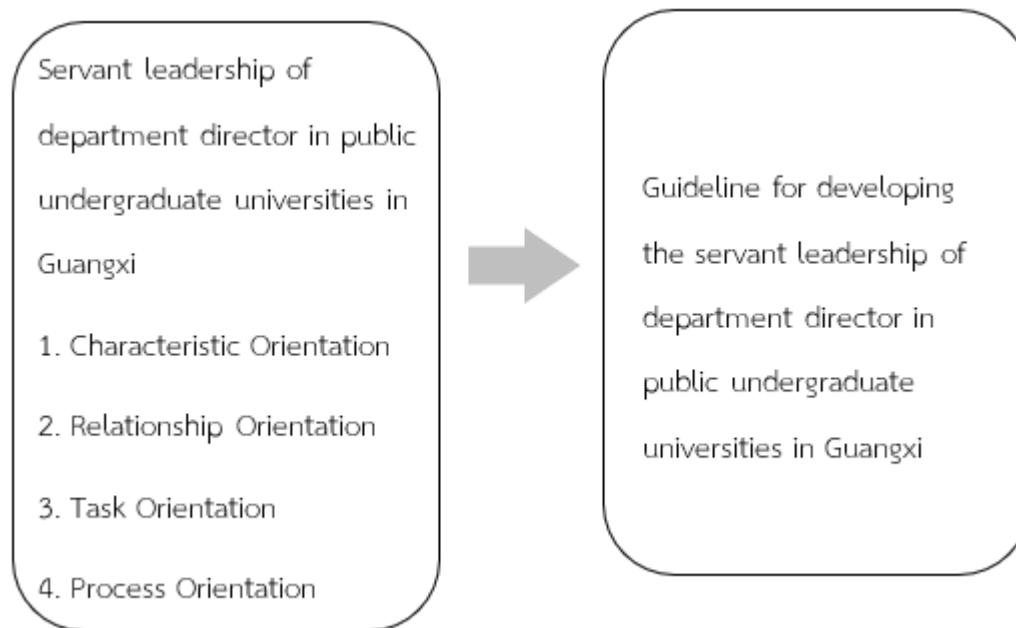
Fan Meng (2014) proposed that the level of service-oriented leadership directly affects teachers' work enthusiasm and satisfaction. Under the concept of service-oriented leadership, school leaders should improve their management ability and service awareness.

Xiao Pan (2020) proposed that university organizations tend to be more open and more complex systems, and the ability and performance of leaders are the key to organizational effectiveness. The theory of service-oriented leadership provides a new direction for the practice of university organization and management.

Zhou Weiting et al. (2023) relied on the servant leadership theory of Page and Wong et al., adapt and revise the servant leadership scale of Chinese enterprises, and test its reliability and validity in the context of medical education.

4. Research Conceptual Framework

Figure 1 Research Framework



5. Objectives Of The Research

1. To study the current situation of the servant leadership of Department directors in public undergraduate universities in Guangxi.
2. To provide the guidelines for developing the servant leadership of Department directors in public undergraduate universities in Guangxi.
3. To evaluate the adaptability and feasibility of guidelines for developing the servant leadership of Department directors in public undergraduate universities in Guangxi.

6. RESEARCH METHODOLOGY

6.1 Population and Sample

6.1.1 Population

The population were 660 Department directors from 11 public undergraduate universities in Guangxi.

6.1.2 Sample

According to Krejcie and Morgan sampling table, the sample group of this research was 250 Department directors from 11 public undergraduate universities in Guangxi. By using systematic random sampling and sample, random sampling was also used by drawing from public undergraduate universities.

Interview object

The interviewees in this research was 11 Department directors in public undergraduate universities in Guangxi. The qualifications of interviewees are as follows: 1) at least 5 years of work experience in Department directors in public undergraduate universities, 2) have background in education administration, 3) graduated with master's degree or above.

Guideline evaluation team

The experts for evaluating adaptability and feasibility of guideline for improving the servant leadership of Department directors was 11 high-level administrators in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in public undergraduate universities, 2) have extensive experience in education administration, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

Research Instruments

The tools used in this study, which consisted of a questionnaire, structured interview and evaluation form to enhance the servant leadership guide for Department directors.

7. Research Results

Table 1 Current level of servant leadership in public undergraduate universities in Guangxi

(n=250)

	Servant leadership of department directors in public universities in Guangxi	\bar{x}	S.D.	level	order
1	Characteristics orientation	3.83	0.71	high	2
2	Relational orientation	3.31	0.80	Medium	4
3	Task orientation	4.08	0.64	high	1
4	Process orientation	3.41	0.87	Medium	3
	Total	3.66	0.67	high	

According to Table 4.2, it was found that the current status of servant leadership of department directors in Guangxi public undergraduate universities was generally at a high level ($\bar{x}=3.66$) in all four aspects, while the results of the other aspects in descending order were: the highest level was task orientation ($\bar{x}=4.08$), followed by characteristic orientation ($\bar{x}=3.83$) and the lowest was relational orientation ($\bar{x}=3.31$).

Figure 2

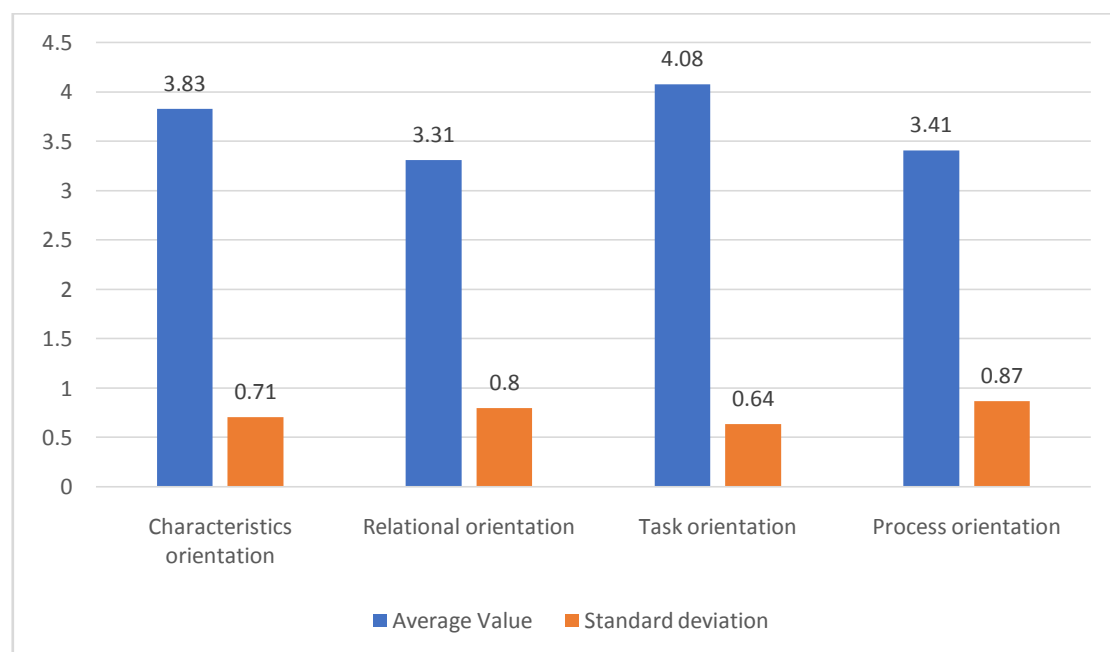


Figure 2 Schematic diagram of the current state of servant leadership of Department directors in Public undergraduate Universities in Guangxi

According to **Figure2**, the current status of servant leadership of department directors in public undergraduate universities in Guangxi is shown in the figure. Among four aspects, the average characteristics orientation is 3.83, the average relational orientation is 3.31, the average task orientation is 4.08, and the average process orientation is 3.41. while the results of the other aspects in descending order were: the highest level was task orientation, followed by characteristic orientation and the lowest was relationship orientation. The level of these four aspects is neither higher than 4.5 nor lower than 2.5, indicating that the servant leadership of department directors' level in public universities in Guangxi is at a high level, but still needs to be improved.

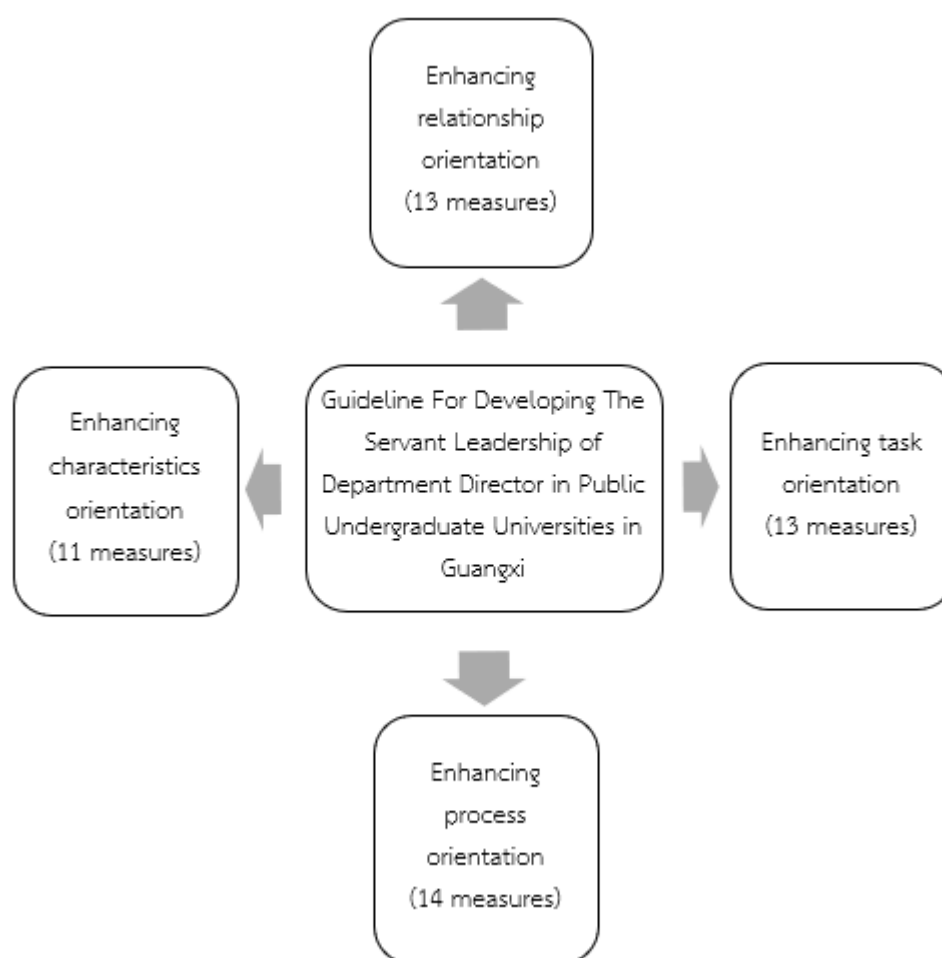


Figure3 the guidelines developing the servant leadership of department director in public undergraduate universities in Guangxi

8. Conclusion And Discussion

8.1 Conclusion

The research in the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi. The researcher summarizes the conclusion as follows:

Part 1: the current situation of servant leadership of department directors in public undergraduate universities in Guangxi

Part 2: the guidelines for improve the servant leadership of department directors in public undergraduate universities in Guangxi

Part 3: the adaptability and feasibility of guidelines for improving the servant leadership of department directors in public undergraduate universities in Guangxi.

Part 1: the current situation of servant leadership of department directors in public undergraduate universities in Guangxi

The current situation of servant leadership of department directors in public undergraduate universities in Guangxi was generally at a high level in all four aspects, the results in descending order were: the highest level was task orientation, followed by trait orientation and the lowest was relationship orientation.

Characteristics orientation was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level is that have a heart to serve others, followed by do not use manipulation or deception to achieve my goals, and the lowest level was collective interests over individual interests.

Relationship orientation was at a medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level is helping staff learn from their mistakes, followed by listen actively and receptively to what others have to say, and the lowest was try to help others.

Task orientation was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was good at mapping out the development of the department, followed by have a clear vision of the future of the department, and the lowest level was open to challenge and innovation.

Process Orientation was at a medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest level was leading by example by shaping appropriate behavior, followed by promotes open communication and sharing of information, and the lowest level was appreciating individuality.

Part 2: the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi

The guidelines for developing the servant leadership of department directors in four aspects, which contain 51 measures. There are 11 measures for supporting characteristics orientation, 13 measures for enhancing relationship orientation, 13 measures for promoting task orientation, and 14 measures for supporting process orientation.

Characteristics orientation consisted of 11 measures. Specific implementation guidelines include:

- 1) Department directors must put the interests of the collective above their own
- 2) Department directors cannot use their power for personal gain
- 3) Department directors must have a high level of integrity and honesty
- 4) Department directors should be open to criticism
- 5) Department directors are able to learn from their subordinates
- 6) Department directors serves staff and never expects anything in return
- 7) Department directors are more of a responsibility than a position
- 8) Department directors cannot false public authority for private gain
- 9) Department directors need to be forthcoming and admit their mistakes
- 10) Department directors should be prepared to give way to someone more qualified for the job
- 11) Department directors seek to serve rather than be served

Enhancing relationship orientation consisted of 13 measures. Specific guidelines to enhance relational orientation include:

- 1) Department directors should actively communicate with staff on work-related issues and listen to their views.
- 2) Department directors should take the initiative to help the staff to solve the difficulties in their life.
- 3) Department directors make every effort to improve the welfare of staff.
- 4) The Department directors should always appreciate, recognize and encourage the work of the staff.
- 5) The Department directors should empower staff to make decisions and allow them to make their own decisions about how to accomplish their work.
- 6) Department directors should support staff in realizing their personal values in their work.
- 7) Department directors should help staff to draw lessons.
- 8) Department directors spend a lot of time and energy developing their staff.
- 9) Department directors should encourage staff to overcome work difficulties themselves.
- 10) Department directors should devote a great deal of time and energy to helping others overcome their weaknesses and reach their potential
- 11) All staff have access to the department directors, relates well to others.
- 12) Department directors need to improve their own effectiveness by empowering others.
- 13) Department directors are committed to developing potential leaders who can rise above their station in the organization.

Promoting task orientation consisted of 13 measures. Specific guidelines for enhancing task orientation include:

- 1) Department directors should be very good at mapping out the development of the department.
- 2) Department directors should have clear goals and be good at showing direction.
- 3) Department directors should have a strong sense of mission.
- 4) Department directors understands how to develop the talents that society needs.
- 5) Department directors should inspire staff to do what they can with enthusiasm and confidence.
- 6) Department directors must always strive for excellence and continually introduce reform measures.
- 7) Department directors must be willing to accept challenges and continue to develop innovations.
- 8) When faced with disagreements, Department directors will take into account the views of staff.
- 9) Department directors is able to propose solutions to problems that others consider effective.
- 10) Department directors has a clear vision of the future of the department.
- 11) Department directors are expected to match positions to the abilities of their staff to optimize efficiency.
- 12) Department directors is expected to be proactive and take action rather than wait for things to happen.
- 13) Department directors is expected to have the ability to move the team forward and get the job done.

Supporting process orientation consisted of 14 measures. Specific guidelines for improving process orientation include:

- 1) Department directors leads by example by modelling appropriate behavior.
- 2) Department directors is expected to deal with staff on an equal footing.

- 3) Department directors are willing to share power with faculty and staff.
- 4) Department directors promote open communication and information sharing.
- 5) Department directors actively seeks out individual differences to contribute to the team.
- 6) Department directors values each individual on the team, accountable and responsible to others.
- 7) Department directors is expected to demonstrate to staff how to make decisions and solve problems.
- 8) Department directors will demonstrate to the team how to facilitate the process of team success.
- 9) Department directors is willing to sacrifice personal gain to promote team success.
- 10) Department directors encourages teamwork rather than competition.
- 11) Department directors do not play favorites, and try to treat everyone with dignity and respect.
- 12) Department directors rely on personal influence and persuasion, rather than power, when exercising authority.
- 13) Department directors is willing to share information with all in the team.
- 14) Department directors should try to remove all organizational barriers so that others can freely, participate in decision making.

Part 3: the adaptability and feasibility of guidelines for improving the servant leadership of department directors in public undergraduate universities in Guangxi.

The adaptability and feasibility of guidelines for improving the servant leadership of department directors in four aspects were at highest level, which means the guidelines for improving the servant leadership of Department directors are adaptability and feasibility.

The adaptability and feasibility of characteristics orientation was at highest level, which means the guidelines for improving the servant leadership of department directors are adaptability and feasibility.

The adaptability and feasibility enhancing relationship orientation was at highest level, which means the guidelines for improving the servant leadership of department directors are adaptability and feasibility.

The adaptability and feasibility promoting task orientation was at highest level, which means the guidelines for improving the servant leadership of department directors are adaptability and feasibility.

The adaptability and feasibility supporting process orientation was at highest level, which means the guidelines for improving the servant leadership of department directors are adaptability and feasibility.

8.2 Discussion

The research in the guidelines for developing the servant leadership of department directors in public undergraduate universities in Guangxi. The researcher summarizes the discussion into 3 parts, details as follows:

Part 1: the current situation of servant leadership of department directors in public undergraduate universities in Guangxi

Part 2: the guidelines for improve the servant leadership of department directors in public undergraduate universities in Guangxi

Part 3: the adaptability and feasibility of guidelines for improving the servant leadership of department directors in public undergraduate universities in Guangxi.

Part 1: the current situation of servant leadership of department directors in public undergraduate universities in Guangxi

The current situation of the servant leadership of department directors in four aspects was at high level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the

highest level was task orientation, followed by characteristic orientation, and relationship orientation was the lowest level. The related to the research of Meng Xianlei (2017), leaders should focus on the development of the institution and respect the initiative of the staff, be good at understanding and listening to them, provide services for their development and growth, and take the initiative to empower them, all of which measures can enhance the level of engagement of the staff.

Characteristic orientation is at a high level, this is because most of the department directorss in public undergraduate institutions in Guangxi are selected, have the right professional values and service spirit, and are more proactive in their work, in this dimension, leadership is more about responsibility than position scores the highest, reaching a high level, indicating that Department directorss generally With a strong sense of responsibility, followed by from not using power for personal gain, indicating that Department directorss are more fair and impartial, scoring relatively low is putting collective interests above their own, at a medium level, indicating that there is room for improvement in the balance of interests.

Characteristic orientation focuses on the development of values, trustworthiness, motivation and servanthood in leaders. It includes the three characteristics of Integrity, Humility and Servanthood (Page & Wong, 2000). Values are intrinsic to a person, and a leader's values influence the way he or she leads through his or her behaviour. In a study by Washington and Sutton (2006), it, it was also shown that empathy, affinity and integrity of the leader can increase employees' trust in the organisation and their willingness to communicate with the leader, thus increasing the occurrence of servanthood behaviour. The department head should study this servant leadership theory in depth, grasp the core concept of "servant", consciously serve the development of teachers and students, and serve the development of the school, and actively practise servant leadership theory in practice. This is the core concept of the "servant", and he or she should be conscious of the need to serve the development of the students and teachers, and the development of the school, and take the initiative to practise servant leadership in practice.

Relational orientation was at medium level. This is because department directorss in public undergraduate institutions in Guangxi focuse mainly on work and do not pay enough attention to faculty members' lives. In this dimension, helping faculty members to summarize lessons learned after their work mistakes scored the highest, indicating that department chairs are more concerned about their work status, followed by actively communicating with faculty members about work-related problems and listening to their opinions, indicating that department chairs are very humble and can pool their wisdom. Taking the initiative to help staff solve difficulties in their lives scored the lowest, indicating that the department head is not concerned enough about the lives of staff and needs to improve services in this area.

Relational orientation is concerned with human resource development, focusing on the leader's relationship with others and the commitment to developing others. Han Yong (2013) mentions that many foreign scholars have shown that the pursuit of human growth and personal growth is It is an intrinsic feeling of continuous personal development and realisation of one's values. Servant-leaders, on the other hand, have the task of satisfying the psychological needs of their followers (the desire to develop personally in relation to individual goals, to pursue ideals and to seek opportunities to achieve them) (Dierendonck, 2010). In higher education, teachers with skilled expertise, high educational competence and excellent educational intelligence are prerequisites for high quality school development (Ling Weimin, 2022). The important mission of school administrators is to facilitate the growth of teachers, and Department directors, as grassroots leaders in higher education, are in direct contact with teachers and therefore have an even greater obligation to take the initiative to help teachers apply teaching theory, develop their teaching skills, provide the necessary training and development opportunities, keep abreast of industry trends and the latest developments in the profession, and train highly qualified personnel.

Task orientation was at high level. This is because becauseDepartment directorss in public undergraduate institutions in Guangxi are generally very good at understanding the educational outlook of the school and are able to work around the school's goals. The highest score in this dimension is very good at depicting the development prospect of the profession, which indicates that the department head is able to grasp the development direction of the profession, followed by clear goals and good at indicating the direction, which

indicates that the department head is able to set goals according to the development direction and think clearly. The lowest score is good at accepting challenges and being innovative, which indicates that the department head is still lacking in innovation and reform and needs to improve, not to stick to the rules, but to have a breakthrough spirit.

Task orientation is concerned with the achievement and success of production, focusing on the tasks that leaders are expected to undertake and the skills necessary for success. It includes the three characteristics of Visioning, Goalsetting and Leading (Page & Wong, 2000). Vision inspires others to follow strongly, to become committed followers, and to spontaneously incorporate the realisation of the vision into their personal goals. Visionary leadership (Lei Qiang, 2010) is the ability to lead personal growth, team building, organisational development and career advancement, and to motivate individuals to set goals and work actively to achieve them. In higher education institutions, the vision usually embodies the school's philosophy and determines the educational objectives of the school. department directors should therefore integrate their vision into their daily work to develop the talents that society needs.

Process orientation was at medium level. This is because department directorss in public undergraduate institutions in Guangxi departments ignore the differentiated development of individual faculty members in their leadership efforts. Leading by example through modelling appropriate behaviours scored highest in this dimension, indicating that department chairs are able to take the lead, followed by promoting open communication and information sharing, indicating that department chairs are able to use a variety of methods to increase opportunities for faculty members to interact and learn from each other. The lowest score was for actively seeking individual differences to contribute to the team, indicating that the department head does not pay enough attention to the individual abilities of staff and needs further improvement.

Process orientation is concerned with improving organisational effectiveness, focusing on the ability of leaders to model, develop dynamic, efficient and open systems. It includes three characteristics: modelling, team building and shared decision making (Page & Wong, 2000). According to Hu Yahui and SuYingna (2023), university teachers are non-sitting, individualised, decentralised and independent, so strengthening team cohesion, enhancing teachers' emotional integrity, seeking individual differences and promoting information exchange are important aspects of organisational effectiveness, and department directors need to further develop their skills in this area.

Part 2: the guidelines for improve the servant leadership of department directors in public undergraduate universities in Guangxi

The guidelines for developing the servant leadership of department directors in four aspects, which contain 51 measures. There are 11 measures for supporting characteristics orientation, 13 measures for enhancing relationship orientation, 13 measures for promoting task orientation, and 14 measures for supporting process orientation.

There are 11 measures for supporting characteristics orientation. The related to the research of HeZhaoyang and Chen Qingzhang (2014) proposed service-oriented leaders in colleges and universities are expected to practice character, develop love and care, sincere integrity, disregard for self-interest and dedication, and demonstrate loving behavior, including patience, humility, respect, selflessness, tolerance and honesty.

There are 13 measures for enhancing relationship orientation. The related to the research of Ling Weimin (2022) proposed school administrators should listen to the voices of staff in a serious and attentive way, then discover where the problems or misunderstandings lie through judgement and reflection, so that staff feel the honesty and trust from the upper management, and finally find the key to doing the thoughtful work or solving the problems in a breakthrough way. School administrators should be good at listening and talking casually to discover the reasonable needs of teachers, focusing on the most crucial issues such as teachers' career development, salary, professional freedom and a good interpersonal atmosphere, and creating conditions and opportunities, sharing resources and providing guidance for teachers' development. School managers should also be bold enough to

delegate authority to teachers, allowing them to work autonomously and participate in decision-making, thus unleashing their talents and creativity.

There are 13 measures for enhancing task orientation. The related to the research of HeZhaoyang and Chen Qingzhang (2014) proposed leaders of universities should establish a vision and then use the value of the vision to guide their teachers and make them follow them. They should be clear and precise about the future development goals of the university and communicate them to their subordinates in a timely manner, while guiding them to plan and look forward to their own work, which will help them to understand their own work goals and clarify the direction of development.

There are 14 measures for enhancing process orientation. The related to the research of (Gao Yuxin, 2010) proposed leaders need to empower and build teams, and establish learning communities for teachers. Work assignments should take into account the strengths and preferences of the staff as much as possible, so that people can make the most of their talents. Be a role model for subordinates and be able to build strong personal relationships with others and work in harmony with them, respecting different perspectives and opinions.

Part 3: the adaptability and feasibility of guidelines for improving the servant leadership of department directors in public undergraduate universities in Guangxi.

The adaptability and feasibility of guidelines for improving the servant leadership of Department directors in four aspects were at highest level, which means the guidelines for improving the servant leadership of Department directors are adaptability and feasibility.

9. Recommendations

Implications

The research results showed that the recommendations about guidelines for improving the servant leadership of department directors in public undergraduate universities in Guangxi are as follows:

Characteristics orientation should be: 1) Strengthen moral values, understand the importance of win-win situations, focus on win-win goals, strengthen communication and collaboration, and find a balance between collective and individual interests. 2) Guide leaders to firmly establish the concept of "service first", adhere to the work style of "going to the staff". 3) To build a fault-tolerant mechanism for leaders to take on the role of error correction, to adhere to the principles of seeking truth from facts and being objective and fair, to take into account the background reasons, motivation and purpose of the problem, and the policy basis, and to promote leaders to take the initiative to correct inappropriate aspects of handling the problem.

Relational orientation should be: 1) Establish a poverty alleviation mechanism, set up a fund to help staff with special difficulties, and adopt a "one-to-one" or "many-to-one" pairing approach to strengthen regular communication, contact and long-term concern and assistance with staff in difficulty. 2) Help staff to clarify their career plans, provide necessary training and development opportunities to help them upgrade their skills and knowledge, and encourage them to actively explore and practice new ideas and methods. We also encourage staff to explore and practice new ideas and methods, so that they can feel that their work is worthwhile and not just for the sake of completing tasks. 3) Decentralise appropriately, allowing staff to make independent decisions without violating basic rules, and stimulating their enthusiasm for their work.

Task orientation should be: 1) Improve the innovation mechanism, prosper the innovation culture, and establish an appraisal mechanism to stimulate innovation. 2) Provide clear goals and visions, establish a positive work culture, provide appropriate incentives, and motivate staff with clear, empathetic, and constructive words to get the job done. 3) Establish a profile of staff competencies, collect the characteristics and expertise of staff, and be able to assign jobs and positions according to their expertise.

Process orientation should be: 1) The allocation of work should take into account the strengths and hobbies of staff as far as possible, combining work and human abilities in an organic way to stimulate the motivation of staff. 2) The rotation system is promoted, allowing staff to participate in the work of the department head on a

regular basis to enhance mutual understanding between staff and the department head. 3) An information database is set up, and regular exchange meetings are organized using information exchange and other network platforms to facilitate real-time communication and information sharing.

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