

Research on the Path to Enhance the Leadership of Middle-Level Cadres in Vocational and Technical Colleges

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Abstract: *Middle-level cadres serve as the core hub in the organizational operation of vocational and technical colleges, and their leadership level directly affects the quality of education and teaching as well as governance efficiency. However, current issues in role positioning, competency structure, training mechanisms, and incentive systems among middle-level cadres in vocational and technical colleges significantly hinder the effective exercise of leadership. Based on a systematic review of leadership-related theories, this paper adopts a “problem diagnosis + solution construction” approach to deeply analyze the current status and challenges of middle-level cadre leadership in vocational and technical colleges. It proposes a systematic enhancement path from five dimensions: clarifying role positioning, optimizing competency structures, improving training systems, refining incentive mechanisms, and strengthening institutional safeguards, aiming to provide theoretical references and practical guidance for the development of management teams in vocational and technical colleges.*

Keywords: Vocational and technical colleges, Middle-level cadres, Leadership, Competency model, Transformational leadership, Enhancement path.

1. Introduction

Vocational and technical education, as a vital component of China's national education system, plays an irreplaceable role in serving socioeconomic development and cultivating high-quality technical and skilled talent. The report of the 20th National Congress of the Communist Party of China explicitly proposed “coordinating the collaborative innovation of vocational education, higher education, and continuing education, promoting the integration of vocational and general education, industry-education collaboration, and science-education convergence,” charting the course for the high-quality development of vocational and technical education. Against this macro backdrop, the connotation construction and governance modernization of vocational and technical colleges have emerged as critical subjects requiring in-depth exploration.

Middle-level cadres, as a crucial group connecting the upper and lower levels in the organizational structure of vocational and technical colleges, are both executors of the school's strategic intentions and direct organizers of teaching management. Their leadership level has a significant impact on the overall development quality of the college (Hu-bin, 2007). However, compared to comprehensive higher education institutions, vocational and technical colleges lag behind in both research and practice regarding cadre team construction, especially in the cultivation of middle-level cadre leadership. Existing studies either focus on a single dimension of administrative management capabilities or remain at the level of experiential summaries, lacking systematic problem diagnosis and scientific path construction (Cui-ling, 2011).

This paper takes the enhancement of middle-level cadres' leadership in vocational and technical colleges as the research subject. Based on 梳理 ing core leadership theories, it systematically diagnoses current prominent issues and

proposes targeted improvement paths from multiple dimensions, aiming to provide references for the professional and systematic construction of management teams in vocational and technical colleges.

2. Core Concept Definition

2.1 The Connotation of Leadership

Leadership refers to the comprehensive set of abilities and qualities through which individuals influence, motivate, and guide others to collectively achieve organizational goals. Since the rise of trait theory in the early 20th century, leadership research has evolved through multiple paradigms, including behavioral theory, situational theory, and transformational leadership theory, gradually shifting from static descriptions of single traits to dynamic constructions of multidimensional capabilities. Contemporary leadership studies generally agree that leadership encompasses not only individual cognitive abilities and interpersonal influence but also organizational-level competencies such as strategic decision-making, driving change, and shaping culture (Rainey & Watson, 1996). In the field of educational management, leadership particularly emphasizes the comprehensive effectiveness of integrating resources, building consensus, and driving continuous improvement in educational quality within complex institutional environments and diverse interest landscapes (Fayezi, 2026).

2.2 The Connotation and Position of Middle-Level Cadres in Vocational and Technical Colleges

Middle-level cadres in vocational and technical colleges typically refer to management personnel serving as heads of various functional departments (such as the Academic Affairs Office, Student Affairs Office, Human Resources Office, Research Office, etc.) and deans (directors) of secondary colleges (departments). From an organizational functional perspective, middle-level cadres occupy the intermediate zone

between the college's party and administrative leadership and frontline faculty and staff. They undertake core functions such as policy communication, resource allocation, execution supervision, and information feedback, acting as the "transmission shaft" and "voltage stabilizer" for the college's organizational operations (HUANG, 2009).

Compared to middle-level managers in general enterprises, middle-level cadres in vocational and technical colleges exhibit the following significant distinctiveness: First, the duality of roles, where most middle-level cadres simultaneously hold administrative management functions and professional teaching responsibilities, resulting in relatively blurred role boundaries; Second, the imbalance between authority and responsibility, as middle-level cadres often undertake heavy execution tasks but have limited empowerment in resource allocation and decision-making participation; Third, the complexity of the context, where in the process of promoting industry-education integration and deepening school-enterprise cooperation, middle-level cadres need to frequently coordinate relationships among multiple parties such as schools, enterprises, and governments, placing higher demands on comprehensive management capabilities (OECD, 2021).

3. Current Status and Problem Diagnosis of Leadership Among Middle-Level Cadres in Vocational and Technical Colleges

3.1 Ambiguous Role Positioning, Prominent Tension Between Execution and Management

The primary challenge faced by mid-level cadres in vocational and technical colleges is the ambiguity in role positioning. In practical work, mid-level cadres must not only complete various administrative tasks assigned by superiors but also undertake daily management responsibilities within their departments and may also engage in certain teaching or research activities. The coexistence of multiple roles makes it difficult to focus on core priorities. On the one hand, the emphasis on the "executor" role consumes a significant amount of energy in transactional tasks such as document circulation, meeting minutes, and data compilation, leaving very limited time for strategic thinking and proactive management. On the other hand, higher-order leadership functions required by the "manager" role, such as forward-looking planning, team development, and cultural cultivation, are relatively weakened or even absent (Xin-ming, 2009).

This role tension is particularly pronounced in vocational and technical colleges. Since many mid-level cadres transition directly from teaching positions, their professional identity and expertise remain concentrated in technical fields, while their systematic understanding of management and proactive awareness of leadership development are relatively underdeveloped. At the same time, some colleges view mid-level cadres merely as instrumental entities for "relaying information," lacking sufficient recognition of their strategic value and institutional mechanisms to activate their potential, which further exacerbates role misalignment.

3.2 Imbalanced Competency Structure: Misalignment

Between Professional and Managerial Skills

The competency structure of middle-level cadres in vocational and technical colleges exhibits significant imbalance characteristics. In terms of selection pathways, the recruitment of middle-level cadres often prioritizes professional technical skills or teaching performance as the main criteria, with relatively insufficient assessment of management capabilities, leading to an inherent structural defect of "strong in profession, weak in management." Li Qinghai and Wang Haiwei, through empirical investigations of middle-level cadres in five higher vocational colleges in the Changzhou region, found that among the three dimensions of personal qualities, knowledge and skills, and comprehensive abilities, middle-level cadres scored higher in the professional knowledge dimension but significantly lower in comprehensive ability dimensions such as strategic planning, conflict management, and cross-departmental coordination (LI & WANG, 2016).

Specifically, the current imbalance in the competency structure of middle-level cadres in vocational and technical colleges is mainly reflected in the following aspects: first, insufficient strategic thinking ability, with some cadres accustomed to execution-oriented thinking, needing to enhance their forward-looking judgment capabilities regarding the college's development direction and departmental positioning; second, a lack of talent motivation and team management skills, with limited motivational methods, making it difficult to effectively stimulate the work enthusiasm and innovative willingness of faculty and staff; third, weak cross-organizational communication and coordination abilities, resulting in inadequate negotiation and bargaining skills with enterprises, industries, and government departments when advancing industry-education integration and school-enterprise cooperation; fourth, a deficiency in crisis response and change management capabilities, with some cadres being slow to adapt and having limited ability to drive change when faced with external policy adjustments or internal reform demands.

3.3 Lack of Training Mechanisms, Systemic Improvement Channels Are Blocked

Training is a core means for leadership enhancement, yet vocational and technical colleges generally have significant shortcomings in the construction of their middle-level cadre training systems. In terms of training content, existing training programs mostly remain at the level of political theory study and policy document dissemination, with a severe lack of specialized training targeting core leadership competencies such as strategic planning, change management, and coaching (Shun-ming & Wei-ping, 2011). Regarding training formats, traditional lecture-based and indoctrination-style methods dominate, while empirically validated effective approaches such as case studies, scenario simulations, and action learning are underutilized (Sulastri et al., 2021). In terms of training mechanisms, most vocational and technical colleges lack systematic assessments of middle-level cadres' training needs, resulting in a pronounced disconnect between training content and actual job requirements, and the absence of follow-up evaluation mechanisms for training effectiveness is particularly notable.

Notably, while some vocational and technical colleges have established cadre training programs, their low frequency and narrow coverage fail to meet the systematic leadership development needs of middle-level cadres. Research by Pinchuk et al. indicates that systematic in-service training programs for vocational school administrators significantly enhance key leadership dimensions such as entrepreneurial thinking, self-efficacy, and goal focus, but the adoption of such programs remains limited within domestic vocational and technical colleges (Pinchuk et al., 2024). Sulastris et al. also highlight that action learning-based leadership training models demonstrate high practical transformation value among university administrative cadres, yet vocational and technical colleges in China lag overall in adopting such evidence-based training approaches (Sulastris et al., 2021).

3.4 Incomplete Incentive Mechanisms and Insufficient Motivation for Career Development

The lack of incentive mechanisms is a deep-seated obstacle that restricts the continuous improvement of leadership among mid-level cadres in vocational and technical colleges. On the one hand, the issue of inverted salary incentives is widespread. Some mid-level cadres bear management responsibilities and work pressures far exceeding those of frontline teachers, but the salary benefits of administrative positions do not align with the promotion channels for professional technical positions. This has led to a prevalent mentality of “whether you work or not makes little difference, and doing well or poorly yields similar outcomes,” severely diminishing cadres’ work enthusiasm and willingness for self-improvement. On the other hand, career development pathways are narrow. Apart from promotion to the college-level leadership team, mid-level cadres lack diversified career development routes such as lateral mobility or job rotation, making it difficult to sustain the internal motivation for capability enhancement.

Additionally, the inadequacy of evaluation and feedback mechanisms also inhibits the leadership growth of mid-level cadres to some extent. Currently, most vocational and technical colleges still rely primarily on periodic democratic evaluations for assessing mid-level cadres, lacking systematic assessment tools based on leadership competency standards. This makes it challenging to provide cadres with clear diagnostic insights into their developmental needs and targeted improvement feedback. Research by Welch and Hodge indicates that leadership evaluation frameworks grounded in competency models can significantly enhance managers’ clarity regarding their own developmental needs and effectively guide organizations to focus training resources on genuine competency gaps (Welch & Hodge, 2017), which is precisely what current vocational and technical colleges lack.

4. Theoretical Basis for Enhancing the Leadership of Middle-Level Cadres in Vocational and Technical Colleges

4.1 Competency Model Theory

The competency model was proposed by American psychologist McClelland in 1973. Its core proposition is to

use the deep traits that distinguish outstanding performance from average performance as the basis for talent evaluation and development, breaking through the traditional evaluation logic that prioritizes academic qualifications and seniority. Subsequently, Spencer and Spencer expanded competency into a five-level iceberg model encompassing knowledge, skills, self-concept, traits, and motivation, which has been widely applied to the construction and development of managerial capabilities in practice.

In the field of educational management, the introduction of competency models has provided a scientific framework tool for the leadership development of mid-level administrators (Welch & Hodge, 2017). Research by Rajebi et al. indicates that competency models for educational administrative personnel can integrate three dimensions: technical professional competence, general management capabilities, and personal character strengths, offering a unified reference standard for the selection, training, and evaluation of management personnel. The competency model constructed by Li Qinghai and Wang Haiwei for mid-level administrators in vocational colleges further confirms that the three-dimensional structure of personal qualities, knowledge and skills, and comprehensive abilities can effectively cover the core competency requirements of technical college management personnel (Li & Wang, 2016). Introducing competency models into the leadership development of mid-level administrators in technical colleges helps address current prominent issues such as the lack of competency evaluation standards and insufficient targeted training content, enabling a shift from experience-driven to data-driven leadership enhancement.

4.2 Transformational Leadership Theory

Transformational leadership theory was first proposed by Burns in 1978. Bass further developed it in 1985 into a theoretical framework encompassing four core dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This theory contrasts with transactional leadership, emphasizing the profound impact leaders have on followers’ values and intrinsic motivations.

Rainey and Watson’s systematic review of the relationship between middle managers and transformational leadership points out that although transformational leadership theory initially focused on top-level leaders, middle managers also have the space and ability to drive organizational change within their management scope, with the key lying in the combined effects of organizational empowerment, cultural atmosphere, and institutional support conditions (Rainey & Watson, 1996). Fayezi’s meta-analysis of 19 empirical studies further indicates that the effectiveness of transformational leadership in higher education institutions highly depends on the synergistic coordination of contextual factors such as organizational governance autonomy, resource infrastructure, and leadership support systems (Fayezi, 2026). The implication for vocational and technical colleges is that enhancing the leadership of middle-level cadres cannot rely solely on individual capability training. It also requires systematic strategies at the levels of institutional design, cultural cultivation, and organizational ecology construction

to create favorable conditions for the growth of transformational leadership.

Integrating competency model theory and transformational leadership theory, a theoretical framework for improving the leadership of middle-level cadres in vocational and technical colleges can be constructed: using the competency model as a foundational tool for capability assessment and training design, adopting transformational leadership theory as a reference for leadership goals and behavioral standards, and providing institutional safeguards for the systematic development of middle-level cadres' leadership, thereby forming an "assessment-training-incentive-institution" integrated enhancement mechanism.

5. Leadership Development Pathways for Middle-Level Cadres in Vocational and Technical Colleges

5.1 Clarifying Role Positioning and Establishing Responsibility Boundaries

Resolving the ambiguity in role positioning is a prerequisite for enhancing leadership. Vocational and technical colleges should systematically review and standardize the job responsibilities of mid-level cadres from the institutional design level, clearly distinguishing between administrative execution functions and management leadership functions, to prevent mid-level cadres from being long trapped in tedious transactional tasks and having no time to engage in strategic management.

Specifically, the following measures can be taken. First, implement a job responsibility description system. For various mid-level cadre positions, standardized responsibility description texts are developed from four dimensions: job objectives, core responsibilities, authority boundaries, and performance standards, providing clear references for role recognition among mid-level cadres. Second, establish an authorization mechanism. The college's Party and administrative leadership should moderately expand the autonomy of mid-level cadres in personnel management, fund usage, work deployment, and other areas based on clearly defined authority and responsibility boundaries, creating institutional conditions for mid-level cadres to genuinely exercise leadership. Rainey and Watson's research indicates that the degree of organizational authorization is a key institutional prerequisite for mid-level managers to exhibit transformational leadership behaviors (Rainey & Watson, 1996). Mid-level cadres lacking sufficient authorization often remain at the transactional management level and are unable to achieve higher-level leadership effectiveness. Third, promote a "teaching-management" dual-track system. For mid-level cadres with teaching responsibilities, scientifically calculate teaching workloads, reasonably arrange class hours, and avoid disorderly competition between management duties and teaching tasks, enabling mid-level cadres to develop leadership within a relatively focused work environment.

In addition, the college should strengthen role cognition education for middle-level cadres through thematic seminars, mentorship programs, and other methods to assist them in transitioning from "professional technical experts" to

"educational management leaders," enhancing their sense of identity and mission toward the value of management work (Huang, 2009).

5.2 Optimizing Competency Structure and Establishing a Competency Assessment System

To address the imbalance in competency structure, a competency model should be utilized as a tool to establish a comprehensive competency management system covering selection, evaluation, and training.

First, develop competency standards for middle-level cadres in vocational and technical colleges. Building on existing research and aligning with the industry characteristics and management contexts of vocational and technical institutions, establish a three-tier competency framework: foundational layer (professional ethics, legal literacy, political awareness), core layer (strategic thinking, decision-making ability, team leadership, communication and coordination, change facilitation), and expansion layer (innovation capability, digital literacy, industry-academia collaboration promotion). The core layer competencies should serve as common standards for all types of middle-level cadres, while the foundational and expansion layers can be differentiated based on job roles.

Second, establish a regular leadership assessment mechanism. Transform the competency model into structured assessment tools, conduct regular 360-degree comprehensive evaluations, and collect evaluation data from multiple sources, including superiors, peers, subordinates, and service recipients, to form individual competency profiles for mid-level cadres. Research by Li Qinghai and Wang Haiwei indicates that combining behavioral event interviews with questionnaire surveys can effectively distinguish significant differences in comprehensive competency dimensions between high-performing mid-level cadres and average-performing ones, providing a basis for targeted competency development plans (Li & Wang, 2016).

Third, embed competency standards into the cadre selection mechanism. In the selection of mid-level cadres, competency-based structured interviews and situational simulation assessments were gradually introduced, shifting away from the previous selection criteria that relied solely on teaching performance and professional qualifications. This ensures that cadres entering management positions meet the basic leadership competency requirements of their roles (Welch & Hodge, 2017). Dun Xinxing's research also points out that the scientific nature of management philosophy is the primary prerequisite for building the administrative team in vocational colleges. Only by strengthening leadership competency requirements at the selection source can the overall competency structure of the cadre team be fundamentally improved (Xinxing, 2012).

5.3 Improve the Training System and Advance Tiered and Categorized Development

Establishing a scientific and systematic training system is the core pathway for leadership enhancement. To address current issues such as vague training content, monotonous formats,

and lack of mechanisms, reforms in the training system should be advanced through four key stages: needs assessment, content design, format innovation, and effectiveness evaluation.

First, develop training plans guided by demand. Before initiating annual training programs, systematically analyze the overall competency gaps and individual differentiated needs of mid-level management groups based on competency assessment results and formulate tiered and categorized annual training plans accordingly. The “one-size-fits-all” training model is avoided by designing differentiated training schemes based on job types (e.g., functional department heads, secondary college administrators) and years of service (e.g., newly appointed, experienced, and senior managers).

Second, enrich training content by focusing on core leadership modules. While retaining essential policy and regulatory studies, emphasize the following specialized leadership training modules: strategic planning and execution, team motivation and conflict management, educational governance and policy interpretation, industry-academia collaboration practices, and digital management tools application. The OECD’s research report on leadership in vocational education and training highlights that leaders in vocational education institutions face multidimensional management challenges, necessitating specialized leadership development beyond traditional administrative tasks, including but not limited to change management, stakeholder coordination, and performance-oriented management. (OECD, 2021)

Third, training methods should be innovated to enhance practical transformation effects. Gradually promote evidence-based effective training methods such as action learning, case studies, scenario simulations, peer learning, and job rotation. Research by Sulastris et al. has proven that the action learning-based administrative leadership training model significantly promotes leadership improvement among trainees in dimensions such as change management, conflict resolution, decision-making, and team building, with trainees generally giving high evaluations for its practical applicability (Sulastris et al., 2021). Additionally, drawing on the research findings of Pinchuk et al. on digital remote training models, hybrid learning platforms can be utilized to expand training coverage, enabling mid-level cadres in remote areas or with busy schedules to flexibly participate in high-quality leadership training (Pinchuk et al., 2024).

Fourth, establish a training effectiveness tracking and evaluation mechanism. After training concludes, continuous tracking of trainees’ ability transformation in actual work should be conducted through various methods, such as questionnaires, behavioral observations, and performance comparisons. Regular assessments should evaluate the correlation between training investments and management performance improvements, with the results fed back into the optimization of subsequent training programs, forming a closed-loop improvement mechanism of “evaluation—training—evaluation”.

5.4 Improve Incentive Mechanisms to Stimulate Endogenous Development Momentum

The improvement of incentive mechanisms is the fundamental driving force for the continuous enhancement of leadership. A diversified incentive system should be constructed from three levels, material incentives, spiritual incentives, and developmental incentives, to strengthen the internal motivation of middle-level cadres to continuously refine their leadership capabilities.

First, reform the salary distribution system to strengthen positive incentives for management contributions. Link the comprehensive performance evaluation results of middle-level cadres with salary incentives, fully reflect the value of management contributions in performance-based salary distribution, and break the “same pay regardless of performance” structure. Simultaneously, establish special reward mechanisms tied to management performance, providing targeted incentives to middle-level cadres who make outstanding contributions in advancing key college initiatives, promoting teaching reforms, and deepening industry-academic collaboration, thereby fostering a performance-oriented positive incentive direction.

Second, career development pathways should be broadened to activate growth-oriented incentives. Establish a dual-channel mechanism for middle-level cadres’ promotion and lateral development: In the vertical promotion channel, improve the reserve cadre training system for college-level leadership, using leadership development performance as a key criterion for entering the reserve cadre pool; in the lateral development channel, implement regular job rotation and exchange systems, supporting middle-level cadres in moving across different functional roles or between secondary colleges to expand their competency horizons and enrich management experience. Research by Wang Shunming and Zhang Weiping indicates that the professional growth of management teams relies on systematic career path design, as relying solely on singular promotion incentives cannot meet the diverse developmental needs of cadres at different stages. (Shun-ming & Wei-ping, 2011)

Third, spiritual incentives should be strengthened to enhance professional identity and sense of honor. By establishing an outstanding middle-level cadre commendation system, creating a platform for sharing typical cases, and encouraging cadres to participate in provincial and national management forums, the sense of belonging and honor among middle-level cadres within professional groups will be enhanced. Simultaneously, college leadership should increase attention and support for the work of middle-level cadres, establish regular communication mechanisms, promptly understand the work difficulties and growth needs of cadres, convey the organization’s recognition and respect for the value of middle-level managers, and form a positive psychological contract.

5.5 Strengthen Institutional Guarantees to Foster a Leadership Growth Ecosystem

Relying solely on individual-level capability training is insufficient to achieve sustained leadership improvement; it is essential to create an organizational ecosystem conducive to leadership growth at the institutional level. Fayezi points out that the effective realization of transformational leadership in

higher education institutions requires the synergistic coordination of multiple contextual conditions, such as governance autonomy, resource support, organizational culture, and strategic orientation (Fayezi, 2026). The absence of any single condition may lead to leadership intervention measures becoming mere formalities.

First, improve the top-level institutional design for leadership development. Incorporate the cultivation of middle-level cadre leadership into the college's "14th Five-Year Plan" development blueprint and annual work priorities, establish a dedicated training budget, and create a coordination mechanism under the leadership of the Party Committee through a cadre management committee to ensure continuous and stable institutional support for leadership development initiatives.

Second, build a learning-oriented organizational culture. Promote the formation of a cultural atmosphere within the college that encourages learning, tolerates trial and error, and advocates collaboration at the organizational level, creating a relaxed institutional environment for the leadership growth of middle-level cadres. Specific measures include establishing a learning community for middle-level cadres to encourage cross-departmental experience sharing and mutual learning; setting up management innovation pilot projects to support middle-level cadres in experimenting with management model innovations within a certain scope and promptly summarizing and promoting successful experiences; and establishing an error tolerance and accountability exemption mechanism to protect cadres who make mistakes due to active exploration but do not cause significant losses, thereby eliminating institutional barriers that hinder cadres from taking initiative. Slowey's research indicates that the sustained advancement of internal reforms in higher education institutions relies on the active participation of middle managers in organizational cultural change, and the degree of organizational culture's tolerance for change directly affects the space for middle-level cadres to exercise leadership behaviors (Slowey, 2012).

Third, advance the development of digital management capabilities. With the deepening digital transformation of vocational education, the connotation of middle-level cadres' leadership has extended to the dimension of digital management capabilities. The college should integrate digital literacy into the competency standards system for middle-level cadres, promote the digital transformation of management processes, and provide specialized training on digital management tools to enhance their practical abilities in using data analysis to support decision-making and leveraging information platforms to optimize management processes.

Fourth, establish an evaluation and feedback mechanism for continuous improvement. Build a leadership evaluation system based on competency assessment, supported by performance data, and characterized by multistakeholder participation. Regularly generate leadership development reports for the mid-level cadre group, provide feedback to the college leadership team and relevant departments, offer evidence-based support for annual cadre work planning and training program optimization, and drive continuous iterative improvement of leadership development efforts (Cui-ling,

2011).

6. Conclusion

Enhancing the leadership of mid-level cadres in vocational and technical colleges is a systematic project, the essence of which is to promote the deep transformation of management cadres from "experienced executors" to "professional leaders." Through systematic diagnosis of the current leadership status of mid-level cadres in vocational and technical colleges, this paper identifies four core issues: ambiguous role positioning, imbalanced competency structures, lack of training mechanisms, and inadequate incentive systems. Based on competency model theory and transformational leadership theory, a systematic enhancement pathway is proposed from five dimensions: clarifying role positioning, optimizing competency structures, improving training systems, refining incentive mechanisms, and strengthening institutional safeguards.

The theoretical value of this study lies in integrating competency models and transformational leadership theory into the analytical framework for mid-level cadre leadership development in vocational and technical colleges, providing a new theoretical perspective for related research. The practical value lies in the strong operability of the proposed five-dimensional enhancement pathway, offering concrete references for vocational and technical colleges to advance mid-level cadre team development.

Of course, this study has certain limitations. Due to the constraints of the research methodology, this paper primarily relies on a literature review and theoretical deduction, lacking support from large-scale empirical data. The differentiated presentation of leadership issues among mid-level cadres in vocational and technical colleges of different types and regions requires further exploration. Future research could conduct larger-scale questionnaire surveys and case studies nationwide to further test and refine the theoretical framework and practical pathways proposed in this paper, thereby contributing a more solid empirical foundation for the scientific and professional development of management team building in vocational and technical education.

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