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Restrictive Factors and Optimization Suggestions for the Cultivation of Administrative Cadres in Vocational Colleges

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Abstract: The high-speed development of higher vocational education has put forward higher requirements for the professionalization and specialization level of administrative cadres, and the problems exposed by the traditional construction of administrative cadres have become more and more obvious. This paper takes a certain higher vocational college in Zhejiang as the research object, investigates and researches the present situation of the gradient construction of administrative cadres in higher vocational colleges and universities, summarizes the distribution of administrative cadres' job level, age distribution and distribution of administrative academic titles in this school, analyzes and summarizes the restrictive factors of administrative cadres' cultivation in higher vocational colleges and universities at present and puts forward some optimization suggestions in a targeted way, such as raising the degree of attention, strengthening the administrative cadres' cultivation It also puts forward some solutions, such as raising the degree of importance, strengthening the training of administrative cadres, improving the overall planning, perfecting the education and training system of administrative cadres, and broadening the development channels of administrative cadres, etc. to continuously strengthen the construction of administrative cadres.

Keywords: Vocational College; Administrative Cadres; Team Construction.

1. Introduction

The rapid development of higher vocational education has put forward higher requirements for the all-round construction of schools. Higher vocational colleges and universities administrative staff is for the organs and secondary colleges in teaching, scientific research and social services and other aspects of the provision of basic, safeguard the work of specialized personnel, they not only bear the teachers and students to learn the exchange of basic services between the work, but is also an indispensable bridge for communication and guarantee between the school's teaching, research and service management [1]. Enhancement of management level is a realistic requirement to promote the connotation and high quality development of vocational colleges and universities. The Ministry of Education issued the action plan for improving the management level of vocational colleges and universities, proposing that higher vocational colleges and universities should adapt to the needs of the development of the new era, follow the law of growth of management personnel, focusing on improving the competence of the position, formulate and implement the plan for improving the ability of the school management team, and continuously improve the professional level of management personnel, which also puts forward a higher requirement for the administrative cadres.

However, at present, the construction of administrative cadres in higher vocational colleges and universities is still facing many difficulties. For a long time, the construction of higher vocational colleges and universities focus on investing in the party is mainly teaching and research. However, to realize the connotative and high-quality development of the school itself, a high-level administrative cadre team are also indispensable. Some studies have raised some problems in the construction and training of administrative cadres, including the lack of administrative personnel training system, lagging management concepts, and imperfect incentive mechanism, etc. [2]. This paper collects and organizes the administrative cadre training situation of a college in Zhejiang through investigation, supplements this part of the data gap, and further explores the status quo and dilemma of administrative cadre construction in higher vocational colleges and universities, and puts forward more detailed solution suggestions for more dilemmas.

2. Analysis of the Current Situation of Administrative Cadre Construction in A Higher Vocational College in Zhejiang Province

Taking a certain higher vocational college in Zhejiang as an example, there are 876 teaching staff in the college, and 188 cadres above the rank of deputy at the township section level, accounting for 21.4% of the total number of teaching staff.

2.1. Distribution of Administrative Cadres by Job Level

In terms of job level distribution, among the administrative cadres of the university, there are 86 vice section chief rank, accounting for 55.8% of the total number of administrative cadres and 9.8% of the total number of faculty members; 54 section chief rank, accounting for 28.7% of the total number of administrative cadres and 6.2% of the total number of faculty members; and 48 deputy county-level rank, accounting for 25.5% of the total number of administrative cadres and 5.5% of the total number of faculty members. From the data, it can be seen that the university vigorously promotes young administrative cadres, and the number and proportion of administrative cadres in different job levels are arranged in a gradient, with a healthy distribution.

Table 1. Distribution of administrative cadres by job level

Position level	Number of staff	The proportion of the total number of administrative cadres	The proportion of the total number of faculty members
Vice section chief rank	86	45.7%	9.8%
Section chief rank	54	28.7%	6.2%
Deputy county-level rank	48	25.5%	5.5%

2.2. Age Distribution of Administrative Cadres

Table 2. Age distribution of administrative Cadres by job level

Position level	Age⩽30 years old	30 years old < age ⩽40 years old	40 years old < age ⩽50 years old	50 years old < age ⩽60 years old
Vice section chief rank	7	41	33	5
Section chief rank	0	16	29	9
Deputy county-level rank	0	1	31	16

The age distribution of administrative cadres as a whole shows an "inverted trapezoid" structure, which is relatively healthy. There are 7 people aged 30 or younger, all of whom are vice section chief rank. Among administrative cadres who are no more than 40 years old but over 30 years old, there are 41 vice section chief rank, 16 section chief rank, and only 1 deputy county-level rank which indicates that there is a certain degree of age gap in the cultivation of the administrative cadre team. Among administrative cadres who are no more than 50 years old but over 40 years old, there are 33 vice section chief rank, 29 section chief rank, and 31 deputy county-level rank. Among administrative cadres who are no more than 60 years old but over 50 years old, there are 5 vice section chief rank, 9 section chief rank, and 16 deputy county-level rank.

Table 3. Distribution of administrative Academic qualifications and titles

Position level	Number of staff	Academic qualifications			Professional title and rank situation						
		Doctor's Degree	Master's Degree	Bachelor's Degree	Senior Professional	Associate Senior Professional	Intermediate Professional	Junior Professional	Grade 6 Manager	Grade 7 Manager	Grade 8 Manager
Vice section chief rank	86	4	43	25	1	10	52	5	0	3	2
Section chief rank	54	6	22	25	8	20	21	2	1	2	0
Deputy county-level rank	48	9	7	31	14	22	9	0	3	0	0

2.3. Educational Qualifications and Titles of Administrative Cadres

Overall, the administrative cadres of this school show the characteristics of high academic qualifications and gradually rising professional titles, which to a certain extent reflects that the university pays more attention to the academic level of the cadres in the selection and appointment of cadres. From the perspective of education, there are 85 master's degree holders, accounting for 45.2%, and 19 doctor's degree holders, accounting for 10.1%. From the perspective of title, the number of administrative cadres with intermediate titles is the largest, with the proportion of intermediate titles among vice section chief rank as high as 69.1%. However, the proportion drops to 49.2% in section chief rank. This shows that in the process of promotion of administrative cadres, there is no slack in their personal professional growth.

3. Difficulties in the Training of Administrative Cadres in Higher Vocational Colleges and Universities

3.1. Lack of Top-Level Design for the Training of Administrative Cadres

Most higher vocational colleges and universities have not systematically formulated medium- and long-term planning for administrative cadre cultivation, lack of systematic thinking about cadre echelon construction, and some cultivation goals of some higher vocational colleges and universities are out of touch with the development strategy of vocational education [3]. The linkage mechanism of discovering, reserving and cultivating administrative cadres is not sound. For example, in

a higher vocational college in Zhejiang Province, there is a certain gap in the number of county-level deputy administrative cadres aged less than or equal to 40 years old and older than 30 years old, accounting for only 1.7% of the administrative cadres in this age group.

3.2. Lack of Systematic Education and Training System for Administrative Cadres

Administrative cadres in higher vocational colleges and universities usually have higher education but lack management training experience. For example, in a higher vocational college in Zhejiang, the percentage of administrative cadres with master's degree or above is 65.3%. Some of the administrative cadres have simple experience, coming to work directly after graduating from colleges and universities, from teachers to managers, or from staff to managers, with less job experience resulting in insufficient administrative experience. The training system of administrative cadres usually lacks management training experience, and there is the phenomenon of "emphasizing business training but not management training".

Higher vocational colleges and universities administrative cadres' education and training mechanism is not sound. First of all, the idea of administrative cadres training is not enough attention, part of the higher vocational colleges and universities usually pay more attention to the exercise of specific business skills, education and training is just the icing on the cake, so less investment. Secondly, the training system is fragmented and in a single form, lacking new technology and new means, with a high proportion of short-term lectures and reports and a lack of long-term scientific planning. At the same time, the training carried out by various higher vocational colleges and universities is usually organized for the purpose of completing the tasks of the functional departments, and there is the problem of formalism, and part of the training is not closely enough integrated with the actual work. In addition, the training is usually characterized by the lack of evaluation and feedback mechanisms, and the lack of long-term tracking and scientific assessment of the training effect.

3.3. Relatively Narrow Development Channels for Administrative Cadres

The assessment mechanism and incentive mechanism of administrative cadres need to be further improved. The administrative work of colleges and universities is mainly divided into comprehensive service work such as office, publicity department, student division, and operational work such as teaching affairs, enrollment and employment, international exchange and cooperation, and so on. The duties of administrative staff include such aspects as work efficiency, work service attitude, work results, the big picture, and teachers, Researchers' duties such as projects, patents, subjects, etc. compared to the administrative staff's work assessment is more difficult to quantify, the assessment is also more difficult to carry out. There is a certain conflict between the administrative positions of administrative staff and the promotion channel of professional and technical positions, and some higher vocational colleges and universities have only opened the title evaluation channel for some administrative cadres, and the competition is more intense under the limited energy. At present, higher vocational colleges and universities for administrative staff assessment mainly focus on annual assessment and tenure assessment, lack of agreed assessment for job responsibilities, the mechanism is relatively unsound, there is the phenomenon of formalism. At the same time, the incentive mechanism for administrative staff is not sound. For lecturing, scientific research or social service teachers, most higher vocational colleges and universities have a relatively clear title assessment mechanism and career development path, but the performance appraisal incentive mechanism for administrative staff is not flexible enough, the salary structure is usually more fixed, bonuses and other incentives such as the performance of the part of the usual circumstances accounted for a small percentage of the basic administrative personnel cannot truly reflect the ability and performance of the work of the managers, the incentive effect is not good [4]

In addition, there is also a lack of professional identity in the group of administrative cadres, and the problem of burnout occurs early. Influenced by the traditional management concept, some higher vocational colleges and universities often lack flexibility and scientificity in the process of administrative staff recruitment and job allocation, resulting in some administrative staff's specialties, professions or hobbies not being given full play to, affecting their work interest and efficiency. In recent years, with the implementation of " High-Level Vocational Schools and Majors with Chinese Characteristics Development Plan" and " Vocational College-to-University Transition" in higher vocational colleges and universities, the burden on the shoulders of administrative staff has become heavier and heavier. Compared with the core objectives of teaching and scientific research, administrative staff receive insufficient attention and support, and there is a general shortage of manpower, the situation of multi-tasking, overtime work is becoming more and more normalized, and the enthusiasm for work is greatly affected.

4. Reflections and Countermeasures on the Cultivation of Administrative Cadres in Higher Vocational Colleges and Universities

4.1. Change the Ideological Understanding and Strengthen the Overall Planning of Administrative Cadre Cultivation

Under the background of high-quality development, higher vocational colleges and universities should adapt to the changes of the new era, combine short-term demand with long-term planning, and comprehensively consider the expectations of the construction of" High-Level Vocational Schools and Majors with Chinese Characteristics Development Plan" and " Vocational College-to-University Transition", and make a comprehensive plan, formulate and implement the overall planning for the cultivation of administrative cadres of the university on the basis of a comprehensive grasp of the cultivation of administrative cadres of the university. On the basis of comprehensively grasping the cultivation situation of school administrative cadres, they should make plans, formulate and implement the cultivation plan of school management team, and build a high-quality professional and excellent administrative cadre. Higher vocational colleges and universities should fully recognize the importance of an excellent administrative cadre for the high-quality development of the school, and should pay more attention to the selection, training and cultivation of

administrative cadres from the ideological point of view, so as to improve their sense of professional identity, set up a sense of ownership, and do a good job of serving the teachers and students

4.2. Improve the Education and Training System of Administrative Cadres

Selection of administrative cadres should be in alignment with the goal, clear needs, under the premise of constantly broadening the channel of selection, and constantly open up the vision of selection, not by a specific location, universities, professions, positions bound. In addition to the examination of professionalism and professional skills, but also to fully understand the administrative cadres of the style of work, hobbies, development potential, etc., to improve the personnel job matching degree, so as to improve the vitality of the administrative cadres. Schools can also regularly carry out administrative cadres of the inventory mapping, the relevant departments in accordance with the age structure, the ability to specialties and other dimensions of the establishment of a database, to improve the administrative cadres of the "reserve force".

Strengthen vocational training and re-education, is to enhance the administrative cadres of higher vocational colleges and universities in a comprehensive and systematic understanding of the development of the school and the current situation of the cadres under the premise of the administrative cadres to develop scientific training objectives and systematic training programs. Schools should give full play to their own organizational advantages. The development of training programs should be jointly completed by the competent departments, teacher development centers and experts in related fields. Precision around the school development of the long-term planning, combined with their own administrative cadre's development needs, classification and focus on the completion of the scientific education and training system. At the same time must also take into account the education, age, rank title and other factors, but also to combine the specific job needs and personality strengths, according to the teaching, classification training. From the content point of view, on the one hand, we should carry out the training and education of teacher ethics, improve the theoretical understanding of the administrative cadres, and enhance their sense of responsibility and service; on the other hand, we should improve the ability of the administrative cadres to combine theory and practice, closely follow the development of the times, improve the level of information technology management and business processing, and additional study of psychology, philosophy and other related knowledge. In terms of form, it is necessary to expand the methods of training, give full play to the advantages of the Internet platform, and at the same time pay attention to the combination of "online" and "offline", the combination of long-term courses and short-term lectures, and the combination of on-campus and off-campus, so as to improve the attractiveness of training for administrative cadres. In addition, higher vocational colleges and universities should also establish feedback evaluation and long-term tracking mechanism after the end of training, so that administrative cadres and schools can optimize the content of training and development in both directions, improve motivation, and establish a good environment for lifelong learning.

4.3. Establishment of a Sound Assessment and Incentive Mechanism for Administrative Cadres

The appraisal and incentive of administrative cadres should firstly ensure that administrative cadres are clean and honest, politically loyal and courageous, so it is very important to strengthen the awareness of rules. Through the clean speech, case analysis, visit the clean culture education base and other ways to administrative cadres for warning education, at the same time involved in people, property, goods and other important positions of administrative cadres to focus on strengthening education and supervision, to do the "prevention of small and small".

To improve the assessment mechanism, it is important to be people-oriented, fair and just, while ensuring effectiveness and incentives. The establishment of the appraisal and evaluation mechanism needs to be combined with the characteristics of different positions, and the lead part should be and the offices and secondary colleges to do a good job in formulating the job responsibilities, and make the judgment of work performance from multiple aspects, including but not limited to work ability, work attitude, work performance, etc., and select the key indicators as the basis for the annual appraisal and tenure appraisal. Under the premise of ensuring that the assessment work is fair and standardized, practical and detailed, the results of the assessment should also be widely consulted with leaders, departmental colleagues, as well as the subject of the assessment, and the combination of quantitative assessment and qualitative evaluation to finalize. The assessment results should also be announced in a timely manner, widely publicized, and subject to full supervision.

The implementation of the incentive mechanism should focus on the combination of material and spiritual. Material incentives include bonuses, performance, special contribution awards, etc., where special attention should be paid to fairness, impartiality and openness; spiritual incentives include the recognition of advanced individuals and other ways to achieve. Spiritual incentives should pay particular attention to the role of leadership, to talk to the work in practice, rising into the first line of work to understand the work and life of administrative cadres in the work and the problems and difficulties encountered in a timely manner to give attention to and support, but also to do the "doubtful, not doubtful," subordinates work to give full trust, respect for the fruits of its labor and Efforts. In addition, more challenging work, a better working environment, more space for development of the work platform, additional training opportunities, etc. can also be used as a means of incentives to supplement, and conventional means together will be the incentive system fair and just to put into practice, play its due role.

4.4. Broaden the Development Channels of Administrative Cadres

Optimize the promotion channels for positions, ranks and professional titles. In the process of job promotion, the organization department should deepen the understanding of administrative cadres and positions, visit and research, listen to the opinions of the masses, implement the relevant rules and regulations of the organization and personnel, and select truly suitable for the position. At the same time, to further promote the reform of the school management position grade system, refine the management grade grading, so that the work of conscientious and responsible administrative staff

can get a small promotion within three years, improve the corresponding salary and treatment, promote positive feedback [5]. In the administrative cadres title evaluation and recruitment, we should fully consider the specific job characteristics of the administrative cadres engaged in, such as administrative work-oriented cadres can be appropriate to high-quality research reports, the development of school documents and rules and regulations in part instead of academic papers, so that the administrative staff is more focused on their jobs. In addition, it is also necessary to avoid excessive linkage of positions, grades and titles, so that the development of promotion channels can play a unique function.

Constructing and perfecting the mechanism of rotation and exchange. To realize orderly dynamic management of administrative positions, to create multi-position exercise opportunities for administrative cadres, to stimulate their work enthusiasm and initiative, to increase the understanding of the overall operation mechanism of the school, more with the big picture and work coordination ability, to promote their digging to more suitable for self-born work positions, reduce burnout. Conditions permitting, explore the construction of off-campus posting exchange platform, which can help administrative cadres to develop their vision, but also can strengthen the exchange and cooperation with local governments and institutions, which can help the coordination of school resources and improve efficiency. In this process, we should also explore certain fault-tolerant correction mechanism, encourage administrative cadres to give full play to their imagination, creativity, and school development status quo, make some new results, the school should give them the necessary support and protection, in they may appear to make mistakes to provide timely guidance to jointly correct and grow together.

5. Conclusion

The rapid development of higher vocational education has put forward higher requirements for the training of administrative cadres in schools, which is also a rare opportunity to improve their professionalism and specialization. Administrative cadres are the core force of the governance system of higher vocational colleges and bear the important responsibilities of coordinating resources, promoting the integration of industry and education, and serving teachers and students. Currently, higher vocational colleges and universities are in the critical period of digital transformation and vocational education reform, and administrative cadres need to have strategic thinking, digital leadership and practical ability of industry-education integration in order to cope with the demand of industrial technology upgrading and education innovation. The training of administrative cadres in higher vocational colleges and universities should be based on the characteristics of the type of vocational education, and the top-level design should be used to coordinate the capacity improvement, mechanism innovation and resource guarantee, so as to build a cadre with both management wisdom and vocational education sentiment, and to inject a lasting impetus for the modernization of vocational education.

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