

# Research on the Application of Servant Leadership in Cultivating High-Quality Craftsmanship-Style Teachers

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**Abstract:** Under the background of promoting the high-quality development of vocational education, higher vocational colleges, as an important base of technical talents training, are the key to accelerate the construction of a high-quality "craftsman" teachers to train high-quality technical talents in the new era to solve the bottleneck of the development of higher vocational colleges. In this context, this paper studies the characteristics of Servant leaders and their influence on shaping craftsman teachers in higher vocational colleges. Through scientific research methods, it puts forward three strategies of building teachers' ethics, improving the standard system and strengthening their own professional development literacy, so as to provide strategic basis for cultivating excellent teachers in higher vocational colleges.

**Keywords:** Servant leadership; Higher vocational teachers; Craftsmanship; Role.

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## 1. Introduction

In modern vocational education, higher vocational teachers play a vital role. They not only need to impart professional knowledge, but also need to cultivate students' practical skills and professional qualities. In order to better meet the needs of vocational education, it is necessary to seek a leadership style that can stimulate the Craftsmanship of higher vocational teachers, so that they can better cultivate talents. Service leadership is recognized as a promising style of leadership that focuses on providing support and assistance to employees to achieve the common goals of the organization. This paper aims to explore the significance and function of Servant leadership in shaping the Craftsmanship of vocational teachers, as well as the relationship between them, so as to finally realize the skill improvement and talent cultivation of vocational teachers.

The core concept of Servant leadership is that leaders are Servant and actively meet the needs of employees, so as to improve employees' job satisfaction and performance. In the field of higher vocational education, the significance of Servant leadership is reflected in the following aspects. First, the motivation and development of employees. By paying attention to employees' personal and career development, Servant leaders stimulate their work motivation and improve their performance level. The second is to promote teamwork. Through the establishment of open communication and trust, Servant leaders can help to form a close team and jointly pursue the improvement of education quality. There is also organizational change and innovation. Servant leaders can encourage employees to put forward innovative ideas, which helps to promote the reform and progress of higher vocational education. Through the practice of Servant leadership, higher vocational teachers will more actively develop the spirit of craftsman, and constantly improve their own education level and teaching skills. This will directly promote the development of higher vocational education, cultivate more competitive talents, and meet the needs of the society for various vocational skills. Finally, the application of Servant

leaders in higher vocational education will make a positive contribution to the cultivation of future workplace talents.

The teachers in higher vocational colleges have the profound significance of the Craftsmanship, which not only has a positive impact on the education itself, but also has a profound impact on the students' career development and social progress. The Craftsmanship requires higher vocational teachers to pursue excellence and devote themselves to constantly improving their teaching methods and educational content. They pay attention to detail and pursue high standards, which directly improves the quality of education and ensures that students get the best quality education. The Craftsmanship of higher vocational teachers is not only reflected in technology and teaching, but also includes professional ethics and professional quality. They are the role models of students' professional ethics and professional quality. Through demonstration and teaching, they cultivate students with professional ethics and professional quality. In addition, higher vocational teachers with the spirit of craftsman can often stimulate students' interest in learning. Their teaching is full of passion and fully demonstrates their love for the field they teach, which stimulates students' curiosity and desire to learn.

Finally, the Craftsmanship of higher vocational teachers is not only limited to imparting knowledge, but also limited to cultivating students' practical application skills. This helps students to better cope with workplace challenges and achieve their career goals.

In short, this paper will deeply study how Servant leadership affects the Craftsmanship of higher vocational teachers, and the significance and role of this relationship to higher vocational education. Through the discussion of this theme, we are expected to provide beneficial theoretical and practical guidance for improving the quality of higher vocational education and cultivating more excellent professional talents.

## 2. literature review

### 2.1. Servant leadership factors

Servant leadership is also known as public servant

leadership, which is reflected in the ancient Chinese Confucianism that "the people are expensive, the king and the king is light" and the soldiers. However, the systematic research on Servant leadership first appeared in the West. The main definitions are summarized in Table 1.

**Table 1.** The Dimensional Division of Servant Leadership

Scholar	Year	The Dimensional Division of Servant Leadership
Greenleaf [1]	1997	Imagination, acceptance and empathy, listening and understanding, intuition, proactiveness, foresight, compromise ability, conceptualization, self-awareness, healing and service, community building and persuasion.
Spears [2]	1998	Listening, empathy, healing, awakening, counseling, foresight, envisioning, stewardship, employee growth, commitment, and community building.
Laub[3]	1999	Share leadership, value others, demonstrate authenticity, develop others, execute leadership, and build community.
Page [4]	2000	Employee relations, leader's tasks, leader's personality traits, and leader's motivational methods.
Russell [5]	2000	Functional attributes and accompanying attributes.
Patterson [6]	2003	Compassion, humility, altruism, vision, trust, empowerment, and service.
Dennis [7]	2005	Empowerment, service, and vision.
Sun Jianmin[8]	2010	Emotional soothing, persuasive guidance, altruism, wisdom, and social responsibility.

Qian Shiru (2016) believes that the new generation of employees has become the main force in the workplace, and it is different from the older generation of employees, which brings challenges to enterprise management. However, research on how real leadership affects the performance of new employees is still less sufficient. In order to study the relationship between real leaders and the work performance of the new generation of employees and the intermediary role of psychological authorization in it, 216 new generation of employees were investigated. The results show that real leaders have a significant positive impact on the performance of the new generation of employees, while psychological authorization plays a mediating role in the relationship between real leaders and the performance of the new generation of employees. Specifically, the characteristics of real leaders' self-awareness, relationship transparency, balanced processing information and internalized morality have a significant impact on the work performance of the new generation of employees. Real leaders create an open and relaxed working atmosphere, encourage employees to participate in innovative activities, and stimulate their vitality and creativity, thus improving their work performance. Moreover, psychological empowerment plays an intermediary role in the relationship between real leaders and the work performance of new-generation employees, strengthening this relationship. The results support four hypotheses revealing the relationship between real-life leadership, psychological empowerment and job performance of new generation employees. This study extends the scope from a real-world leadership perspective and contributes to a deeper understanding of the mechanisms of real-world leadership on employee performance [9].

Liu Xiaoqin and Qiu Ying (2014), taking the undergraduates of Guangzhou University Town, discussed the relationship between the Servant leadership characteristics of university teachers, classroom atmosphere and student satisfaction. The results show that the Servant leadership characteristics of college teachers have a significant positive

impact on the classroom atmosphere and student satisfaction, and the classroom atmosphere also has a significant positive impact on student satisfaction, indicating that the classroom atmosphere plays an intermediary role between the Servant leadership characteristics of college teachers and students' satisfaction. The results emphasize the importance of adopting Servant leadership, which helps to facilitate teacher-student interaction and improve classroom atmosphere, thus improving student satisfaction. On the contrary, if the classroom atmosphere is not good, student satisfaction will also be negatively affected. This finding is consistent with Lambert (2004) findings that service leadership by principals is related to student earnings and performance, and that there is a stronger relationship between service leadership and school atmosphere [10].

Ma Xiaorong, Zhao Decheng (2023) studied the impact of distributed leadership on the job satisfaction of Chinese and Finnish teachers (including environmental satisfaction and career satisfaction) based on the TALIS 2018 international evaluation data and using a multi-layer linear model. The study found that there are some commonalities and differences between China and Finland in the distributed leadership and its action mechanism [11].

Based on the comprehensive research results, it is suggested to expand the opportunities for teachers to participate in school affairs, build a modern school system of diversified co-governance, encourage teachers to conduct cooperative practice and professional cooperation, and improve their sense of self-efficacy. In addition, under China's national conditions, the implementation and implementation of distributed leadership can be explored to better meet the needs of Chinese education.

Meng Xianlei (2017) through the integrated use of social exchange theory, social learning theory and resource preservation theory, build a series of research hypothesis, and through field research and data analysis verified these assumptions, not only for the service leadership, job satisfaction and engagement and other key factors research

provides a new understanding and perspective, also to improve the higher vocational faculty work engagement provides practical methods and strategies, help to promote the realization of high quality education[12].

## 2.2. Craftsmanship factor

Tao Yingyu (2022) discussed Huang Yanpei's vocational education thought and Craftsmanship, analyzed the current situation of young teachers in higher vocational colleges under Huang Yanpei's vocational education concept, and proposed effective ways to strengthen the innovative development of young teachers in higher vocational colleges. The inheritance of the Craftsmanship needs the continuation of education as well as the continuous development of teachers. Huang Yanpei's thought of vocational education not only has rich theoretical connotation, but also has practical significance, which has a profound impact on the development of contemporary higher vocational education. It not only pays attention to the comprehensive development of students, but also closely related to social needs. Therefore, teachers need to innovate the training ways of Craftsmanship, firmly believe in communism, and conscientiously cultivate outstanding craftsman talents for the society. This process is not only the inheritance of Huang Yanpei's thought, but also a positive response to social needs. The continuous development and innovation of teachers will help to train more professional talents with the spirit of craftsmanship, and contribute more to the progress and development of the society [13].

Under the environment that the country actively promotes the high-quality development of vocational education, higher vocational colleges play a key role in cultivating technical and skilled talents. It has become the key to overcome the current development difficulties of higher vocational education to accelerate the construction of a high-quality "craftsman" teachers and the provision of solid teacher support for the training of high-quality technical talents in the new era. Through field visits and expert discussions, it is not difficult to find that the construction of teachers in higher vocational colleges in China still cannot meet the needs of high-quality development of vocational education, especially the lack of "craftsman" teachers. The main reason for this problem is that the policy documents on "craftsman" teacher training are still too macro to implement; the long-term mechanism of school teacher training is not sound enough to provide effective support; and the teachers' awareness of active learning needs to be improved (Que Lanxin, 2022) [14].

Zhang Xuting (2022) believes that with the adjustment of industrial structure and the economic transformation and upgrading, new requirements are put forward for talents. Modern society increasingly needs talents with the spirit of craftsmanship. Craftsman talents not only have excellent professional skills, but also have the ability to innovate and lifelong learning quality. In this context, one of the development directions of vocational colleges is to train craftsman teachers. Compared with traditional teachers, craftsman teachers have more unique characteristics. They not only have superb attainments in the field of technology, but also pay attention to humanistic quality, and can better pay attention to the individual differences of students in the teaching process, and achieve excellent educational results. However, vocational colleges face some problems in the training of craftsman teachers, which need to conduct in-depth analysis and put forward effective suggestions to solve

them [15].

The modern Craftsmanship covers the technical pursuit, professional identity, moral interpretation and personality sublimation, which are closely unified together. Higher vocational colleges play a key role in cultivating modern craftsmen, bringing the Craftsmanship into the higher vocational education system and paying special attention to guiding the higher vocational teachers in the professional development of higher vocational teachers. The spirit of craftsmanship is no longer limited to manufacturing, but is widely applicable to all walks of life. As the world's second largest economy, China has shifted its focus of development from "quantitative" growth to higher "quality" and "wisdom". Realizing the dream of becoming a manufacturing power depends on the efforts and creativity of the craftsmen.

Higher vocational education not only undertakes the cultural task of carrying forward the spirit of craftsmanship, but also has the responsibility to cultivate more modern craftsmen with both political integrity and ability under the guidance of this concept. Integrating the Craftsmanship into the professional development of higher vocational teachers not only meets the needs of teachers' individual growth, but also serves the development needs of the society.

Therefore, higher vocational colleges play a key role in integrating the Craftsmanship into higher vocational education, especially in guiding the professional development of higher vocational teachers. This measure is not only in line with the development trend of education, but also provides strong support for China to train more talents with the quality of modern craftsmen.

The Craftsmanship is a kind of professional spirit and deep-seated cultural form. The Craftsmanship of cultivating higher vocational teachers is the embodiment of responding to the "Made in China 2025" initiative, and also meets the requirements of high-quality and professional "double-qualified" team construction. By cultivating the Craftsmanship of teachers, a solid foundation can be laid for the education of the Craftsmanship, and the "craftsman teacher" can take the lead in having the Craftsmanship and the heart of the craftsman, so as to set an example for cultivating more students with the spirit of craftsman. Therefore, it is very important to study the cultivation path and strategy of the Craftsmanship of higher vocational teachers, and we can promote the cultivation of more skilled craftsmen by practicing the principle of "educators receive education first"(Li Huanhuan, 2022) [16]. The evolution of the Craftsmanship in the scientific and technological innovation in the new era is driven both by the development of productive forces and led by the mainstream ideology. It has undergone a series of changes in both form and content, but it still retains the universality of the traditional Craftsmanship. This evolution is not only an improvement of the traditional spirit of craftsmanship, but also a response to the demands of The Times (Shang Wenjie, 2023) [17].

## 3. Data collection and methods

The purpose of this study is to explore how Servant leadership influences the Craftsmanship of higher vocational teachers, and finally realize the skill improvement and talent cultivation of higher vocational teachers. In order to achieve this goal, first of all, the literature reading method is mainly used to analyze and study the relevant research factors, and find out the corresponding relationship to provide reference for the research content. In addition, we will adopt diversified

data collection methods to obtain comprehensive information and understand the relationship between service leaders, Craftsmanship and vocational teachers.

### **3.1. Qualitative data collection methods**

Semi-structured interviews: We will conduct semi-structured interviews, inviting a certain number of higher vocational teachers to participate, in order to deeply understand their views, experiences and feelings about Servant leaders. This will help to reveal the potential influence mechanism of Servant leadership on the Craftsmanship. The selection of interviewees will be conducted using convenience sampling and ensuring including teachers of different backgrounds and experiences.

Text analysis: We will collect relevant text materials, such as policy documents of higher vocational schools, teaching syllabus, communication records of the leadership team, etc. These texts will be used to analyze in-depth the practice of Servant leadership and the expression of the Craftsmanship of higher vocational teachers. Text analysis will help us understand the relationship between service leadership and the Craftsmanship and how it emerges within the organization.

### **3.2. Methods of quantitative data collection**

Questionnaire survey: We will design a questionnaire survey covering a large number of higher vocational teachers. This questionnaire will include questions about Servant leadership behavior, Craftsmanship characteristics, and teacher performance. The questionnaire will be sent to higher vocational school teachers by random sampling to obtain a large-scale data sample.

Data analysis: The collected questionnaire data will be quantitatively analyzed by the statistical software. We will use statistical methods, such as correlation analysis and multiple regression analysis, to explore the association between service leadership and Craftsmanship, as well as the potential influencing factors and variables. This will help to validate the qualitative findings and provide a wider range of statistical information.

By adopting multiple data collection methods, we will be able to fully understand the relationship between service leadership, Craftsmanship and vocational teachers. This will help to answer research questions, reveal the influence of Servant leaders on the spirit of craftsmen, and how to achieve the skills improvement and talent cultivation of higher vocational teachers through this influence. The Data Collection and Methods section was designed to ensure the credibility and scientificity of the study to better respond to the study objectives.

## **4. Finding**

### **4.1. Strengthen the construction of teachers' ethics**

In the background of the new era, vocational colleges must strengthen the construction and training of craftsman teachers, among which the importance of teachers' ethics should not be underestimated. We need to improve the ideological and political quality of teachers, cultivate their Craftsmanship, so that they not only have superb professional skills, but also have noble ideological quality. Therefore, in terms of teacher training, vocational colleges should pay special attention to the training of teachers' ethics.

First of all, we should further build the carrier of teachers'

ethics. This can be achieved by holding a series of teacher-style building activities and training courses. At the same time, we can build a perfect education curriculum system to strengthen the cultivation of teachers' ethics, so as to form a stronger educational atmosphere in the campus. This will help teachers to build higher moral qualities, actively care for students, constantly improve themselves, and respect their profession. In the process of training craftsman teachers, we should also actively adopt modern educational concepts to ensure that the training effect is comprehensive. This means that the training process should pay more attention to the cultivation of teachers' professional ethics, so as to adapt to the educational requirements of the new era. In order to achieve this goal, vocational colleges must attach great importance to the construction of teachers' ethics and ensure that relevant work measures can be implemented. At the same time, teachers should internalize these values as part of their actions and implement them in their daily work. Secondly, in cultivating teachers' ethics, we should give full play to the role of example. This means that we need to actively explore and recommend more good role models. Vocational colleges can select outstanding educators and spread their outstanding deeds, so as to form a more positive public opinion guidance. Finally, we need to establish a long-term mechanism for the construction of teacher ethics. This includes the establishment of a sound evaluation system for teachers' ethics and regular evaluation to ensure that the substantive results of the construction of teachers' ethics have been achieved. The performance of teachers' ethics should also be an important basis for teacher evaluation, as well as an important consideration for employing teachers.

To sum up, the construction and training of craftsman teachers need to strengthen the work in teachers' ethics. This needs to be comprehensively promoted to ensure that teachers can achieve substantial improvement in ethics, so as to better adapt to the needs of education in the new era. The construction of teachers' ethics is not only a job, but also a kind of culture and a spirit, which should be deeply rooted and carried forward in vocational colleges.

### **4.2. Establish a standard teacher training system**

In the teacher training work, it is necessary to establish a more perfect teacher standard system, because the teacher standard plays a key role in the process of teacher training. Especially in the training of craftsman teachers, we should give full play to the role of standards to ensure that the community can effectively guide the training work, and at the same time, pay attention to the construction of the internal training standard system of vocational colleges.

The training work of craftsman teachers is very complex, which involves many aspects, and is also influenced by many factors. In order to effectively improve the effect of the training work, vocational colleges need to strengthen the research on the training standards of craftsman teachers. We should realize that teachers differ in their ability levels and needs, so different levels of training standards are needed. Vocational colleges should fully understand the main factors affecting the training of craftsman teachers, establish a perfect model, take into account the characteristics of different core factors, and formulate more perfect teaching ability standards on this basis. In addition, vocational colleges should also consider the future career development needs of craftsman teachers, conduct a detailed analysis of their professional

skills, and formulate scientific and reasonable professional skills standards. Craftsman teachers in different professional fields are faced with different professional requirements, so they need to form different assessment and evaluation standards according to teachers in different fields to better meet their training and development needs. At the same time, according to the influencing factors of Servant leaders in the standards, it is necessary to introduce humanized, Servant and collaborative guidelines and implementation plans from multiple dimensions, so as to integrate trust, love and authorization in the standards.

In short, the establishment of a more perfect teacher standard system is crucial to improve the training quality of craftsman teachers. This requires full consideration and consideration of the career development path of teachers according to the characteristics and needs of different teachers, so as to ensure that the training work is more targeted and effective.

### **4.3. Enhance self-development ability and improve professional quality**

#### **4.3.1. Strengthen the consciousness of education and assume the main responsibility**

As higher vocational teachers, we need to pay attention to the cultivation of comprehensive quality, not only to impart professional knowledge and skills, but also to pay attention to students' moral quality. Every teacher should realize that educating people is our duty, especially in higher vocational education, we should regard cultivating craftsmen and to promote high-quality development of vocational education as our mission. This requires us to take the initiative to study the goal of talent training in the new era, teach students in accordance with their aptitude, and patiently guide students, so that they can embark on the road of all-round development. Our task is not only to impart knowledge and skills, but also to shape the students' Craftsmanship and cultivate them into high-quality craftsman talents.

#### **4.3.2. Constantly update the educational concepts and cultivate the awareness of lifelong learning**

As "craftsman" teachers in higher vocational colleges, we must constantly update the educational concept and maintain the consciousness of lifelong learning. We are the leader in higher vocational education, so we should constantly update the educational concept and establish the habit of lifelong learning. This includes timely understanding and mastering the latest knowledge and technology in the professional field, always paying close attention to the development dynamics of the field, and incorporating these new knowledge into the classroom teaching content. We should also make full use of modern information technology to innovate teaching to improve the quality of classroom teaching.

#### **4.3.3. Practice the Craftsmanship and enhance the ability of scientific research and innovation**

"Craftsman" teachers in higher vocational colleges should integrate the Craftsmanship into their career planning and constantly improve their teaching level. We should actively participate in the research of education and teaching reform, professional curriculum reform and the construction of higher vocational talent training system, so as to broaden our academic horizon. At the same time, we should have the consciousness of scientific research innovation, pursue excellence, actively find and solve the problems in the development of higher vocational education, constantly

improve their education level, and become excellent "craftsman" teachers in higher vocational education.

Through the above strategies, we can better fulfill the mission of educating people, cultivate excellent craftsmen, maintain the awareness of lifelong learning, improve our own education level, and practice the spirit of craftsmanship, and constantly promote the innovation and development of higher vocational education. This will help to improve the quality of higher vocational education and cultivate more excellent students.

## **5. Conclusion**

This paper analyzes the key role of service leadership in shaping higher vocational craftsman teachers. The study shows that by paying attention to the growth needs of teachers, establishing a positive teacher-student relationship, encouraging self-reflection and listening to the voice of employees, Servant leadership can promote the all-round development of teachers and promote the continuous progress of higher vocational education. This will help to train more high-quality craftsman teachers, meet the needs of modern vocational education, and promote social and economic development. The application of Servant leaders in higher vocational education will continue to provide strong support for shaping craftsman teachers.

Servant leadership has profound significance in shaping higher vocational craftsman teachers. First of all, Servant leaders pay attention to the growth and development of employees, which helps teachers to continuously improve their comprehensive quality in the field of education. Secondly, Servant leaders have established a positive teacher-student relationship, encouraged open communication and cooperation, provided favorable conditions for the interaction between teachers and students, and helped to cultivate mutual trust and respect between teachers and students. In addition, Servant leaders advocate the concept of self-reflection and continuous improvement, which inspires teachers' desire to pursue excellence and helps them to better cope with educational challenges. Finally, Servant leaders have become role models for teachers through practice, encouraging them to practice the spirit of craftsmanship and constantly improve their own education level. Therefore, Servant leadership has a positive and far-reaching influence on shaping higher vocational craftsman teachers, which is helpful to improve the quality of education and students' comprehensive quality.

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