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Research on the Influence of Transformational Leadership on Teachers' Craftsmanship in Higher Vocational Colleges

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Abstract

In vocational colleges, actively popularizing the connotation of the craftsman spirit and improving the student's understanding of the craftsman spirit are conducive to creating a good atmosphere, driving the teaching and education work of vocational colleges, and highlighting the social functions of vocational colleges in the new era. All this requires a good leader of higher vocational colleges. As a leader of higher vocational colleges, can he make the faculty "willing" to serve the vision of higher vocational colleges? Many scholars and managers are looking for answers, and have put forward the leadership trait theory, leadership behavior theory, and leadership contingency theory. Among them, transformational leadership, as one of the latest leadership theories, can motivate employees to the maximum extent and promote employees from "I want to do" to "I want to do". Based on this point, this paper takes the practical problems as the starting point, actively seeks the influence of the transformational leadership of higher vocational colleges on the craftsmanship spirit of the college staff, deeply studies the solution path, emphasizes seeking truth from facts, respecting the objective environment, scientifically adjusts the cultivation methods and channels of craftsmanship spirit, sets off a learning upsurge inside the campus, and trains more and more teachers and workers with craftsmanship spirit in the new era.

Keywords

Higher vocational colleges, Transformational leadership, Teachers' craftsmanship

Cultivating the craftsmanship spirit of teachers is not a work of day and night, nor is it a superficial work in the form. Vocational colleges should focus on the connotation of craftsmanship spirit, refine relevant work content, and build a mature work system. At present, concerning the cultivation of craftsmanship spirit, the vocational colleges are faced with the following problems: "lack of effective methods, not outstanding work results", "relatively limited practice channels, not a deep understanding of teachers", "the craftsmanship spirit in the campus atmosphere is insufficient, and teachers are difficult to be touched"... Therefore, the leaders of vocational colleges need to play a good leading role, and the greatest quality of transformational leaders is the responsibility, emphasizing the implementation of responsibility, Driven by responsibility, transformational leaders can be good at summarizing problems, constantly improve their working methods, and take the cultivation of teachers' craftsmanship as a key point, and earnestly implement it. In this process, leaders and teachers of higher vocational colleges should participate and become actors rather than bystanders

(Zhao Zhijun, Ren Qingguo, & Liu Jie, 2019).

The strong return of craftsmanship spirit is the historical necessity for China to move from a manufacturing power to a manufacturing power, the only way for enterprise transformation and industrial upgrading, and the demand of the times for talent training in vocational colleges. In recent years, the research on craftsman spirit in academic circles has been in a blowout state. Researchers have different opinions, dissecting craftsman spirit from a multi-disciplinary perspective, opening up the Xinjiang area of craftsman spirit research, and laying a solid foundation for subsequent research. However, throughout the existing research, researchers mostly focus on the connotation structure, historical evolution, value implication or overall cultivation path of craftsman spirit, which is generally characterized as "metaphysical" research, which may lead to the lack of necessary explanation and guidance for the deep logic and specific operation of craftsman spirit cultivation.

Needless to say, the proposal of cultivating craftsman spirit has put forward new requirements and challenges to the education and teaching of teachers in higher vocational colleges. How teachers in higher vocational colleges cultivate the craftsman spirit in the "form and bottom" level of the daily education and teaching process not only challenges teachers' ability and quality, but also directly determines the success or failure of the cultivation strategy of craftsman spirit in China. In this process, it is no exaggeration to say that whether teachers agree with the craftsman spirit and how much they agree directly determine the quality of the cultivation of craftsman spirit. Therefore, how do teachers in vocational colleges treat the craftsman spirit cognitively and emotionally, whether they internalize the craftsman spirit in the process of education and teaching, and how do they internalize and practice the craftsman spirit in the process of education and teaching practice? With these problems in mind, the following is a survey of the craftsman spirit identity of teachers in higher vocational colleges, presenting the status quo of the craftsman spirit identity of teachers in higher vocational colleges with empirical data, and putting forward countermeasures and suggestions for the problems revealed in the survey, with a view to improving the craftsman spirit identity of teachers in higher vocational colleges.

1. Transformational leadership theory and its practical application

The most important quality of transformational leadership is responsibility. Responsibility is better than ability. For the leader of a unit, responsibility is paramount. Responsibility carries capacity, and only those with a sense of responsibility have the opportunity to fully demonstrate their capabilities (Zhang Yijun, 2019). The most important qualities of a transformational leader are impartiality, impartiality, unity of knowledge and action, consistency of words and deeds, and setting an example. In the specific work, they should have the overall situation in mind, have the skills to handle affairs, have the proper control, and have the means to regulate. To have the overall situation in mind is to have the overall situation in mind and consider work as a whole; There are ways to deal with problems, that is, we should not be helpless, not afraid of problems, but afraid of no way to do it. We should "do one, prepare two, and consider three"; To control properly is to be impartial, but not as good as to control properly and send and receive freely; The way to regulate and control is to follow the law, scientific analysis, systematic thinking, and overall consideration. Learn to lead, grasp the rhythm and control the process. Learn to borrow and follow the trend. The big environment needs to borrow the "potential" of building a harmonious society, and the small one needs to borrow the "potential" of transformational leadership management thought.

1.1 Impact of idealization

Idealized influence refers to some behaviors that can make others trust, worship and follow. It includes leaders becoming the model of subordinates' behavior and getting their recognition, respect, and trust. Leaders generally have high moral standards and strong personal charm. They have behaviors that make their subordinates feel convinced. They agree with and support the vision he advocates.

1.2 Spiritual inspiration

Transformational leaders are good at motivating employees. By placing high expectations on subordinates, leaders can provide meaningful and challenging work for subordinates, so that they can feel that they have status, development space, and conditions for success in this unit. In this way, they will have a strong centripetal force, and their work performance is far higher than that of employees who struggle for self-interest.

1.3 Inspiration of intelligence

That is, constantly challenge subordinates with new ideas, new means, and new methods. It includes instilling new ideas, new theories, and new methods into subordinates, inspiring subordinates to express opinions, and encouraging

subordinates to use new methods and methods to solve problems encountered at work. Through intellectual stimulation, leaders can inspire subordinates in the formation of consciousness, beliefs, and values, and turn this role into a strong workforce.

1.4 Personalized care

Personalized care refers to caring for each subordinate, paying attention to individual needs, and realizing everyone's wishes. Managers should carefully listen to the individual needs of their subordinates and give individual attention according to their different situations so that they feel valued and work harder.

2. Enlightenment of transformational leadership to managers

Transformational leadership can improve employees' commitment to tasks by showing attractive and encouraging behaviors, thus improving work performance. There is evidence that compared with the subordinates of transactional leadership, the subordinates of transformational leadership have better job performance, higher job satisfaction, and fewer role conflicts. Because of this, enterprise managers should develop more into transformational leaders.

2.1 Establish a common vision

An excellent leader should be good at building a common vision for the enterprise. The common vision is like the flag and soul of an enterprise. Like the air, it is everywhere and shrouded in the sky of the organization. It can generate the power of gathering sand to form a tower and can inspire the members of the organization to move forward to achieve their goals. However, in some enterprises in China, leaders often neglect the shaping of the common vision and fail to realize the huge benefits that the common vision will bring to enterprises. This may be because the common vision gives people an imaginative, unrealistic, and illusory feeling. The common vision can enable employees to exceed their efforts to achieve greater goals. However, the common vision is not the idea of a leader clapping his head. Its establishment requires the joint participation of every employee, which involves the integration of different world views and values. The vision established by employees' joint participation represents the hopes and aspirations of all employees, has great appeal, can stimulate employees' creativity, and thus generate great enthusiasm for innovation, to achieve the goal of promoting enterprise development.

2.2 Shaping a learning organization

Innovation is the key for enterprises to continuously win commanding heights, and the establishment of learning organizations has become a trend. Psychologists tell us that everyone has the desire and motivation to learn. In an organization with a strong learning atmosphere, this desire will be realized. With the realization of the desire, employee satisfaction and work performance will also improve. With the continuous improvement of employees' knowledge level, their perspective of thinking will be more comprehensive, and they will also be prompted to use new methods and new methods to solve problems encountered at work. This is a manifestation of "talent stimulation" in transformational leadership.

2.3 Use effective incentives

"Personalized care" requires leaders to give different care and treat each employee differently according to the situation of each employee. There are not the same two people in the world, and everyone's situation is different. The organization can meet the different needs of everyone by implementing a flexible welfare system; Through tailor-made career development planning for everyone, make everyone's potential fully play; Through training and education, everyone will grow into a "complete person". In addition, employee stock ownership plans, innovation incentive plans, ability priority plans, and job rotation plans are all effective incentive measures.

2.4 Integrate transactional leadership with transformational leadership

Transactional leadership and transformational leadership are differences in a continuum, not independent of each other. Although transformational leadership plays a positive role in the theory, it is not easy to operate in practice because of its abstract concept. Therefore, managers can only organically combine transactional leadership and transformational leadership, and penetrate transactional leadership into transformational leadership, so that the common vision can be best reflected.

3. An Effective Way to Cultivate Teachers' Craftsmanship in Vocational Colleges

3.1 Explore effective methods

Vocational colleges and universities should open their minds and regularly organize "various disciplines+craftsman spirit integration exchange meetings" to deeply analyze the relevance of different disciplines and craftsman spirit, guide teachers in various disciplines to correctly convey the craftsman spirit, and form effective work plans. In this process, ideological and political teachers can take the lead in sharing experiences, accelerating the popularization of the craftsmanship spirit and consolidating the transmission effect of the craftsmanship spirit. In addition, vocational colleges can also plan various online activities to highlight the attraction and expand the influence of the activities (Hu Pingxi, 2018).

3.2 Develop practical channels

Vocational colleges should actively develop practical channels from the perspective of front-line work to help teachers better understand the spirit of craftsmanship. Specifically, on the one hand, develop school-enterprise cooperation channels. Vocational colleges and universities can establish a school-enterprise cooperation mechanism to guide foreign work. Guide the teachers of vocational colleges to go out of the campus and into the enterprise, participate more in learning and training, and improve their professional ability, to ensure that they have practical experience and experience in professional skills and knowledge, be strict with themselves, and constantly improve.; On the other hand, develop social practice channels. Vocational colleges can formulate a "social practice work plan", dividing social practice into two main lines, one is an urban social practice, and the other is a rural social practice. In urban social practice, vocational colleges can plan practical activities from the perspective of modernization. In rural social practice, vocational colleges can organize practical activities from the perspective of rural revitalization. Taking "rural revitalization" as an example, teachers in higher vocational colleges lead students into rural primary schools, understand the daily life of rural teachers, and accompany left-behind children, to realize what is the spirit of craftsmanship (Qi Zhanyong, 2018).

3.3 Add craftsmanship spirit to the campus atmosphere

For some visible campus materials, such as murals, exhibition shelves, color paintings, billboards, etc., vocational colleges can regularly update and reasonably intersperse relevant contents of craftsman spirit, including representative figures, craftsman stories, hot events, famous aphorisms, etc. Through a series of campus materials, create a strong academic atmosphere, to help teachers recognize themselves and find their position (Yang Peisong, 2018). In addition, vocational colleges can also operate a new media platform to disseminate information about craftsmanship spirit in voice information and video information, and add craftsmanship spirit to the campus atmosphere. Taking "Tiktok" as an example, vocational schools can focus on the theme of craftsmanship and stick to the creation of perpendicularity. For example, record the preparation process of teachers, capture the details of teachers' experiments, shoot various sports competitions inside the campus... extract the views related to the craftsman spirit, and trigger in-depth thinking.

4. Conclusion

To sum up, the principals of vocational colleges should play a leading role in the cultivation of craftsmanship spirit and highlight their responsibilities. Based on this, the responsibility value of transformational leadership should be highlighted, with the determination to persist for a long time, the courage to innovate constantly, and the courage to break, reshape, and challenge. At the same time, higher vocational colleges also need to explore effective methods to promote the infiltration of craftsmanship spirit on the premise of scientific and reasonable. At the same time, we should strengthen school-enterprise cooperation and promote the practical participation of teachers' craftsmanship spirit in school-enterprise cooperation and social practice. Finally, pay attention to the formation of the campus atmosphere, add the craftsman spirit to the campus atmosphere, and improve teachers' experience and understanding.

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