

Model for Improving the Leadership of State-owned Assets Managers in New Era of Public undergraduate Universities in Guangxi

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Abstract

The objectives of this research were 1) to study the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi, 2) to propose the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi, and 3) to evaluate the suitability and feasibility of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi. There were 6 following aspects: 1) building vision, 2) modelling behavior, 3) setting group goals, 4) individual support, 5) intellectual stimulation, and 6) high performance expectations. The sample group in this research was 226 state-owned asset managers from public undergraduate universities in Guangxi. The Interview group was 20 high-level administrators. The research instruments were document analysis, questionnaire, structured interview, and evaluation form. The statistical numbers used in data analysis, including percentages, averages, standard deviations, and content analysis.

The results found that 1) the current situation the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6 aspects was at a medium level. Considering the results of this research aspects ranging from the highest to lowest level were as follows: the highest mean was building vision, followed by intellectual stimulation, and individualized support was the lowest mean. 2) The model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi includes 6 aspects, with a total of 41 measures: 1) 7 measures for supporting building vision, 7 measures for enhancing modelling behavior, 7 measures for promoting setting team goals, 8 measures for enhancing individualized support, 6 measures for enhancing intellectual stimulation, and 6 measures for enhancing high performance expectations. 3) The suitability and feasibility of the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6 aspects were at the highest level.

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Introduction

Education is an important cornerstone of human social development, colleges and universities shoulder the major mission and responsibility of cultivating high-level professionals and top-notch innovative talents required by social development, and promoting national scientific and technological progress, education administration is the efficient allocation of resources for teaching activities organized by educational groups at different levels to achieve educational goals (Shen Yanting, 2020). In the process of the development and evolution of Western education administration theory, different education administration theories and ideas have emerged, and the influence of each education administration theory on educational leadership and management practice is different (Xu Jinhai, 2013).

In 2017, the Ministry of Education issued the "Several Opinions of the Ministry of Education on Regulating and Strengthening the Management of State-owned Assets in Directly Affiliated Universities", requiring universities under the Ministry to implement the main responsibility of state-owned assets management in colleges and universities, strengthen asset allocation management, standardize asset leasing and lending, promote the construction of asset management information system, strengthen asset performance assessment and evaluation, and strengthen the supervision and management of state-owned assets. The provincial education departments also issued notice documents to colleges and universities in a timely manner, requiring all provincial colleges and universities to establish and improve their specific systems in asset allocation, use, disposal, performance evaluation, information construction, statistical reporting, daily supervision, etc. in light of their own actual conditions, scientifically and rationally set up internal state-owned assets management institutions, and allocate a sufficient number of state-owned assets managers and staff with professional competence to ensure that management responsibilities are implemented to people. Therefore, strengthening and improving the management of state-owned assets in colleges and universities, preventing the loss of state-owned assets, especially improving the leadership of state-owned assets management, is of great significance to promote the rational and effective use of state-owned assets in colleges and universities, and improve the economic and social benefits of state-owned assets (Li ping, 2020).

In recent years, with the expansion of the scale of college enrollment and the improvement of the demand for serving the society and promoting social development, the demand for teaching resources in colleges and universities has become more urgent. In order to meet the objective needs and improve the basic school-running conditions, colleges and universities continue to increase investment in campus infrastructure, build school buildings, purchase advanced instruments and equipment, and make the scale of state-owned assets of colleges and universities larger and more complex, which puts forward higher requirements and severe tests for universities and specific management institutions (Lin Xueli, 2011).

With the continuous expansion of the scale of state-owned assets in colleges and universities, the issue of state-owned asset management in colleges and universities has attracted more and more attention. At present, the phenomena of weak management awareness, loss and waste of state-owned assets in the management of state-owned assets in colleges and universities are common (Chen Shiquan, 2007). Underutilized assets and inefficient use; Lack of timely inventory of assets, resulting in inconsistencies in accounts and unclear family information; The asset management mechanism is not good and the system is not sound enough; Unclear definition of property rights, especially the loss of assets when they are "not transferred"; The lack of corresponding supervision in the process of state-owned asset management has led to lax management and loss of assets; There is a significant gap in universities in terms of high-quality asset management personnel and teams. (Meng Ying, 2014). The main problems in the management of state-owned assets in colleges and universities are the management institutions are not perfect; Irregular operation of operating assets; Serious asset shortfalls and serious waste coexist; The loss of scientific and technological achievements is serious (Long Qiang, 2006).

Solving these problems has put forward higher standards for state-owned asset managers. In order to cope with the problems existing in the process of non-operational state-owned asset management of universities, the state-owned asset management system of colleges and universities should be improved; Establish a unified state-owned asset management institution for colleges and universities; Defining the property rights of state-owned assets of universities; Strengthen the awareness of asset use and management personnel's responsibilities; Build a network information platform for state-owned asset management in colleges and universities. (Meng Ying, 2014). It is urgent to comprehensively strengthen and improve the management of state-owned assets in universities: improve the state-owned asset management institutions of universities; Improve the state-owned asset management system of colleges and universities; strengthening IP management; Standardize operational asset management; Establish a cooperative mechanism for resource sharing; Attach importance to the construction of asset management personnel in colleges and universities (Long Qiang, 2006).

The state-owned assets management system of Guangxi colleges and universities is a hierarchical management system of "unified leadership, centralized management, hierarchical responsibility, and responsibility to people". Public universities usually have state-owned assets management departments or institutions responsible for managing and supervising the state-owned assets of universities. At present, the asset management level of Guangxi universities is in a relatively backward stage in the country, and it is necessary to formulate appropriate management strategies according to local conditions and improve the leadership of state-owned assets managers. Therefore, studying model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi can better adapt to the needs of state-owned assets management in universities in Guangxi. Since serving as the deputy director of the State-owned Asset Management Division of Guangxi University of Science and Technology in 2019, the author is familiar with the relevant work of state-owned asset management of the university, including asset allocation, asset procurement, asset inventory, asset leasing and lending, and operational state-owned assets supervision

and management. In the practice of school asset management, I understand the importance of state-owned asset management in schools, as well as the necessity and feasibility of leadership improvement of state-owned asset managers.

In the process of learning and research, the author has become more and more aware that the leadership level of state-owned asset managers in schools plays a vital role in the scientific and standardized management of state-owned assets in colleges and universities and is profoundly affecting the development of various undertakings of the university. Therefore, the leadership of the school's state-owned asset managers directly affects the level of schooling. Improving the leadership of state-owned asset managers in schools has become one of the inevitable contents to adapt to the reform and development of modern higher education and build a modern education system. In order to adapt to the reform and development of modern colleges and universities, improving the leadership of state-owned asset managers in Guangxi schools will become an urgent and important research topic. Therefore, on the basis of literature review and theoretical research, the state-owned asset managers of 10 public undergraduate universities in Guangxi were selected as research samples. With the help of SPSS and MAXQDA software, descriptive statistical analysis and difference analysis of the questionnaire data were carried out to obtain status and influencing factors of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi. According to the statistical analysis results and research model, this paper provides a certain reference for Guangxi public universities to adapt to the reform and development of higher education in the new stage and build a modern state-owned asset management system, puts forward the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi, and evaluates the suitability and feasibility of the model.

Objectives

1. study the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.
2. To propose the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.
3. To evaluate the suitability and feasibility of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.

Scope of the Research

1. Scope of Content
 - 1.1 Concept leadership
 - 1.2 Concept of Development Model
 - 1.3 Concept of Leadership of State-owned Assets Managers in New Era
2. Scope of Population/ Sample Group

2.1 To analyze the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi. The population included 505 state-owned assets managers from 10 public undergraduate universities in Guangxi. According to the sampling table of population, the sample group of this research was 226 state-owned assets managers from 10 public undergraduate universities in Guangxi. According to the table of Krejcie and Morgan (Krejcie & Morgan, 1970) and by using proportion random sampling and simple random sampling.

2.2 To propose the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi. The interviewees of this research were 20 high-level administrators in public undergraduate universities in Guangxi. The qualifications of interviewees are as follows: 1) at least 6 years of work experience in high-level administrator in universities, 2) have extensive experience in state-owned assets management leadership, 3) graduated with master's degree or above.

2.3 To evaluate the suitability and feasibility of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi. The experts for evaluation of the suitability and feasibility of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi were 9 high-level administrators in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of work experience in mid-level administrator in public undergraduate universities, 2) have extensive experience in state-owned assets management leadership, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

Research Framework

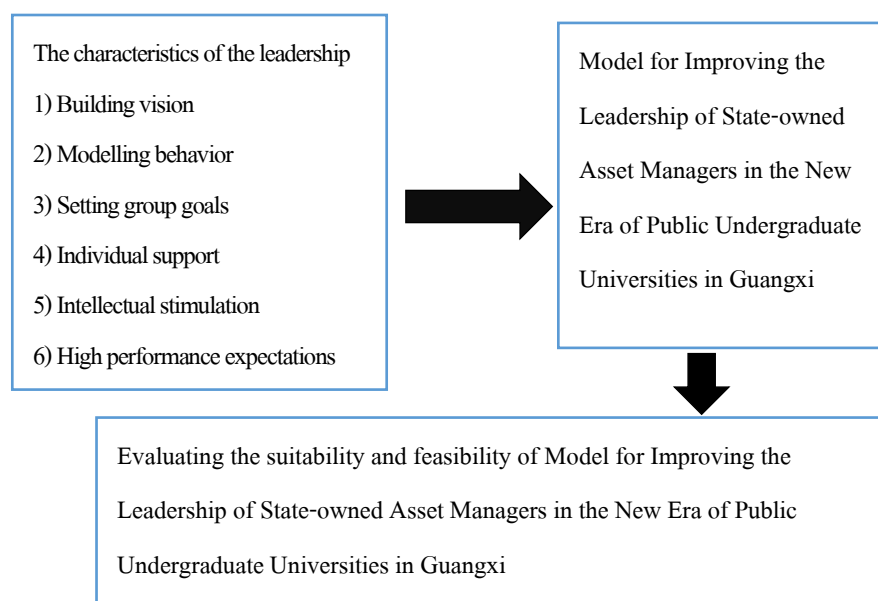


Figure 1 Research Framework

Research Methodology

Phase 1: To study the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.

Phase 2: To propose the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.

Phase 3: To evaluate the suitability and feasibility of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.

This research is mixed methods research. The research method is divided into 3 steps as follows

Phase 1: To study the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.

The Population / Sample Group

The population included 505 state-owned assets managers from 10 public undergraduate universities in Guangxi. According to the sampling table of population, the sample group of this research was 226 state-owned assets managers from 10 public undergraduate universities in Guangxi. Determining the number of samples according to the table of Krejcie and Morgan (Krejcie & Morgan, 1970) and by using proportion random sampling and simple random sampling.

Research Instruments

The instrument to collect the data for objective one, to analyze the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi was a questionnaire. The questionnaire was designed based on leadership of state-owned assets managers in 6 following aspects: 1) Building vision, 2) Modelling behavior, 3) Setting group goals, 4) Individual support, 5) Intellectual stimulation, and 6) High performance expectations. The questionnaire has a reliability value of 0.945.

Data Collection Method

The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University for collecting the data from 226 state-owned assets managers from 10 public undergraduate universities in Guangxi. A total of 226 questionnaires with 100 percent.

Data Analysis

The current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6 following aspects: 1) building vision, 2) modelling behavior, 3) setting group goals, 4) individual support, 5) intellectual stimulation, and 6) high performance expectations, was analyzed by Mean and standard deviation.

Phase 2: To propose the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.

The Key informant

The interviewees in this research were 20 high-level administrators from 10 public undergraduate universities in Guangxi, who were selected by purposive Sampling. The qualifications of interviewees are as follows: 1) at least 6 years of work experience in high-level administrator in universities, 2) have extensive experience in state-owned assets management leadership, 3) graduated with master's degree or above.

Research Instruments

The instrument to collect the data for objective two, to propose the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi was a structured interview. The structured interview was designed based on the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6 following aspects: 1) building vision, 2) modelling behavior, 3) setting group goals, 4) individual support, 5) intellectual stimulation, and 6) high performance expectations.

Data Collection Method

The researcher requested a requirement letter from the graduate school, Bansomdejchaopraya Rajabhat University requiring interviewing administrators from 10 public undergraduate universities in Guangxi. The researcher interviews the administrators one by one through an online platform or face-to-face depending on the interviewee's convenience.

Data Analysis

The structured interview about the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi was analyzed by content analysis.

Phase 3: To evaluate the suitability and feasibility of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.

The Key informant

The experts for evaluating the suitability and feasibility of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi were 9 high-level administrators in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of work experience in mid-level administrator in public undergraduate universities, 2) have extensive experience in state-owned assets management leadership, 3) graduated with doctor's degree, 4) academic title is associate professor or above.

Research Instruments

The instrument to collect the data for objective three, to evaluate the suitability and feasibility of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi was an evaluation form. The evaluation form was designed based on the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6

following aspects: 1) building vision, 2) modelling behavior, 3) setting group goals, 4) individual support, 5) intellectual stimulation, and 6) high performance expectations.

Data Collection Method

The researcher requested a requirement letter from the graduate school to invite the expert to evaluate the model. The researcher distributed the evaluation form to high-level administrators. A total of 9 evaluation forms.

Data Analysis

Data analysis in this research, the researcher analyzes the data by package program, as follows: the evaluation of the suitability and feasibility of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi is analyzed by Mean and standard deviation.

Research Findings

1. The analysis results about the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi.

Table 1 Mean and standard deviation of the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in six aspects

	Leadership of state-owned assets managers	$\bar{X}$	S.D.	level	Order
1	Building vision	3.63	0.89	high	1
2	Modelling behavior	3.50	0.89	high	3
3	Setting team goals	3.44	0.93	medium	4
4	Individualized support	3.40	0.88	medium	6
5	Intellectual stimulation	3.52	0.89	high	2
6	High performance expectations	3.41	0.92	medium	5
	Total	3.48	0.57	medium	

According to Table 1, the current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in six aspects was at a medium level ($\bar{X} = 3.48$). Considering the results of this research aspects ranging from the highest to lowest level were as follows: the highest mean was Digital building vision ($\bar{X} = 3.63$), followed by Intellectual stimulation ($\bar{X} = 3.52$), Individualized support was the lowest mean ($\bar{X} = 3.40$).

Building vision was at a high level. The results of the research aspect ranging from the highest to lowest level was as follows: the highest mean was that the leader's vision is not just an abstract ideal, it must also

have practical goals and directions, followed by building vision is an important task for leaders, guiding the future of the organization, and leader's positive vision helps the team form a close cohesion and work together towards a common goal was the lowest mean.

Modelling behavior was at a high level. The results of the research aspects ranging from the highest to lowest level was as follows: the highest mean was modelling behavior emphasizes the ability of leaders not only to clarify their own values, but also to put these values into practice, followed by modelling behavior is not just a leader's duty, but also an ethical and professional responsibility, and modelling behavior helps create a positive work environment and team culture that guides the organization to success and growth was the lowest mean.

Setting team goals was at a medium level. The results of this research aspects ranged from the highest to lowest level as follows: the highest mean was that setting team goals leads members of the organization to work hard to achieve common goals, followed by in transformational leadership, setting team goals is one of the key factors that helps strengthen team cohesion, and setting team goals refers to critical to achieving collaboration, cooperation, and team success was the lowest mean.

Individualized support was at a medium level. The results of this research aspects ranged from the highest to lowest level as follows: the highest mean was that leaders provide individualized support and guidance to help them reach their full potential and grow personally and professionally, followed by individualized support creates favorable conditions for the success of organizations and teams, and individualized support helps to improve organizational performance and cohesion was the lowest mean.

Intellectual stimulation was at a high level. The results of this research aspects ranged from the highest to lowest level as follows: the highest mean was that intellectual stimulation helps increase employee creativity, and leaders bring more creative ideas and results to the organization by encouraging employees to find innovative solutions and constantly learn new knowledge and skills, followed by intellectual stimulation helps leaders stimulate employees' problem awareness and push employees to think about problems in new ways, and intellectual stimulation in transformational leadership, intellectual stimulation is one of the key elements that helps improve employees' critical thinking skills and drives greater organizational success and competitive advantage was the lowest mean.

High performance expectations were at a medium level. The results of this research aspects ranged from the highest to lowest level as follows: the highest mean was that high performance expectations encourage employees to work hard and directly affect their ability and belief to perform tasks, making them more motivated, persistent, and ultimately better performing, followed by by communicating high performance expectations and encouraging employees to take on challenging tasks, leaders can unleash the potential of their employees and push them to continuously learn and grow to achieve organizational success, and high performance expectations

include setting high standards, providing feedback and support to motivate employees to meet those standards was the lowest mean.

2. The model for digital leadership development for school administrators in Guangdong includes 5 aspects, with a total of 25 measures: 1) 5 measures for Improving Digital vision and rule model, 5 measures for disseminating Digital communication, 5 measures for promoting Digital Knowledge and skills, 5 measures for optimizing Environmental administration and digital networking, and 5 measures for supporting Digital calculate creation, shown as figure 2.



Figure 2 The Model for Improving the Leadership of State-owned Assets Managers in New Era of Public undergraduate Universities in Guangxi

2.1 Supporting building vision includes: 1) Leaders should clearly define the mission and vision of the organization; 2) The leader's vision should be aligned with the organization's core values; 3) Leaders should build a vision together with the team; 4) Leaders should motivate and motivate the potential and motivation of team members; 5) Leaders should focus on personal development and team cohesion; 6) Leaders should build a positive team culture; and 7) Leaders should set specific and feasible goals and strategies.

2.2 Enhancing modelling behavior includes: 1) Leaders should demonstrate exceptional professional competence; 2) Leaders should strengthen their responsibility; 3) Leaders should strengthen their decision-making skills; 4) Leaders should continue to learn and improve themselves; 5) Leaders should develop problem-solving skills; 6) Leaders should maintain a humble attitude; and 7) Leaders should have good communication skills.

2.3 Promoting setting team goals includes: 1) Leaders should ensure that the team's goals are aligned; 2) Leaders should develop a sense of identity with the team's purpose; 3) Leaders should encourage employee engagement and communication; 4) Leaders should set challenging goals; 5) Leaders should keep goals achievable; 6) Leaders should strengthen incentive mechanisms; and 7) Leaders should foster teamwork and collaboration.

2.4 Enhancing individualized support includes: 1) Leaders should understand the needs of their employees; 2) Leaders should customize employee development paths; 3) Leaders should encourage self-management and self-development; 4) Leaders should provide personalized rewards and recognition; 5) Leaders should support individualized work arrangements; 6) Leaders should focus on personal values and motivations. 7) Leaders should focus on personal emotions and emotions; and 8) Leaders should pay attention to employee mental health.

2.5 Enhancing intellectual stimulation includes: 1) Leaders should provide challenging tasks; 2) Leaders should create an open working atmosphere; 3) Leaders should set up innovation reward mechanisms; 4) Leaders should provide resource support; 5) Leaders should build a culture of innovation; and 6) Leaders should promote diversity and inclusion.

2.6 Enhancing high performance expectations includes: 1) Leaders should establish clear goals and expectations; 2) Leaders should motivate team members to excel at work; 3) Leaders should work efficiently and with high quality; 4) Leaders should stay focused and goal-oriented; 5) Leaders should take the initiative to seek innovation and improvement; and 6) Leaders should establish effective problem-solving mechanisms.

3. Evaluate the suitability and feasibility of the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi, shown in Table 2

Table 2 Mean and standard deviation of the evaluation of the suitability and feasibility of the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6 aspects.

Models		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
1	supporting building vision	4.58	0.30	highest	4.57	0.29	highest
2	enhancing modelling behavior	4.51	0.43	highest	4.61	0.19	highest
3	promoting setting team goals	4.48	0.38	high	4.46	0.43	high
4	enhancing individualized support	4.60	0.22	highest	4.52	0.23	highest

Models		Suitability			Feasibility		
		$\bar{X}$	S.D.	Level	$\bar{X}$	S.D.	Level
5	enhancing intellectual stimulation	4.52	0.32	highest	4.56	0.23	highest
6	enhancing high performance expectations	4.54	0.35	highest	4.59	0.50	highest
Total		4.54	0.28	highest	4.55	0.27	highest

According to Table 2, the suitability of the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6 aspects was at the highest level. Considering the results of this research aspects ranging from the highest to lowest level were as follows: the highest level was enhancing individualized support, followed by supporting building vision, and promoting setting team goals was the lowest level.

The feasibility of the model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6 aspects was at the highest level. Considering the results of this research aspects ranging from the highest to lowest level were as follows: the highest level was enhancing modelling behavior, followed by enhancing high performance expectations, and promoting setting team goals was the lowest level.

Discussion

1. The current situation of the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6 aspects was at a medium level. Considering the results of this research aspects ranging from the highest to lowest level were as follows: the highest mean was building vision, followed by intellectual stimulation, and individualized support was the lowest mean. The results show that the state-owned assets managers in new era of public undergraduate universities in Guangxi have made certain achievements in building vision and intellectual stimulation but needs to be further strengthened in individualized support. Therefore, state-owned assets managers should recognize the importance of transformational leadership, pay attention to the cultivation and promotion of building vision and intellectual stimulation, and help stimulate the team's innovation and ability to cope with challenges, and work towards a common goal. At the same time, it is necessary to strengthen individualized support for employees, enhance their commitment and satisfaction, and increase their participation in the process of change. This is related to the research of Kotter, J. P. (1996), the book discusses the process of leading change, highlighting the central role of transformational leadership in leading organizational change, including key steps such as building a sense of urgency, building strong mentoring coalitions, and building vision for change. The related to the research of Kotter, J. P. (2008), the book elaborates

on the distinction between leadership and management and emphasizes the critical role of transformational leadership in organizational change. He believes that transformational leadership drives organizational change by building vision, motivating employees, cultivating organizational culture, and driving innovation.

2. The model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi include 6 aspects, a total of 41 measures: 1) 7 measures for supporting building vision, 7 measures for enhancing modelling behavior, 7 measures for promoting setting team goals, 8 measures for enhancing individualized support, 6 measures for enhancing intellectual stimulation, and 6 measures for enhancing high performance expectations. This may be because the measures are important for the improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi. Especially regarding state-owned assets managers should understand the needs of their employees, customize employee development paths, encourage self-management and self-development, provide personalized rewards and recognition, support individualized work arrangements, focus on personal values and motivations, focus on personal emotions and emotions and pay attention to employee mental health. Related to Sun Yunmao. (2003). In the analysis of how to improve the execution of middle managers, the topic of Enhancing individualized support was discussed. Chen Caixia. (2013). In How to Improve the Leadership of Middle Leaders, Individualized Support was discussed. Luo Guicheng. (2015). In the research on the way to improve the ability of middle-level management cadres in colleges and universities in the new era, the individualized support was discussed. Enhancing individualized support is a critical component of transformational leadership. By fostering strong communication, understanding individual differences, encouraging feedback, and prioritizing team member growth, leaders can create a supportive and engaging work environment that enables team members to reach their full potential.

3. The suitability and feasibility of the of model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi in 6 aspects were at the highest level. Considering the results of this research aspects ranging from the highest to lowest level were as follows: the highest level was enhancing individualized support, followed by supporting building vision, and promoting setting team goals was the lowest level. The highest level of feasibility was enhancing modelling behavior, followed by enhancing high performance expectations, and promoting setting team goals was the lowest level. In enhancing individualized support, should be efforts focus on personal emotions and emotions and customize employee development paths. The feasibility of the highest level was leaders should strengthen their responsibility. This is because in model for improving the leadership of state-owned assets managers in new era of public undergraduate universities in Guangxi, it is feasible to strengthen responsibility. This shows that strengthen responsibility is one of the keys to a leader's modelling behavior, state-owned assets managers set an example for their teams, improve the quality of decision-making, strengthen risk management, shape a positive organizational culture, earn the trust of employees, and drive continuous improvement. This is related to the

research of Lu yanqiu, Pang lijun, & Wang xiangyang. (2018) study for Research on the Influence Mechanism of Transformational Leadership on Employees' Failure Learning Behavior. The result shows that strengthen responsibility is one of the keys to a leader's modelling behavior, state-owned assets managers set an example for their teams, improve the quality of decision-making, strengthen risk management, shape a positive organizational culture, earn the trust of employees, and drive continuous improvement.

Recommendations

1. Recommendations in implementation

1.1 Supporting building vision; state-owned assets managers should focus on the long-term development and sustainability of the organization, ensuring that the organization does not sacrifice long-term interests while pursuing short-term goals. This helps create a stable, sustainable development environment for the organization and lays the foundation for future success.

1.2 Enhancing modelling behavior: state-owned assets managers should have good communication skills and be able to convey their ideas and intentions clearly and accurately. Learn to listen, understand the needs and concerns of team members, and establish good communication relationships. Enhance team cohesion and collaboration capabilities through effective communication.

1.3 Promoting setting team goals; State-owned assets managers should emphasize the importance of teamwork and promote collaboration among team members. Through collaboration, team members can share knowledge, skills, and resources to solve problems together and achieve team goals.

1.4 Enhancing individualized support; State-owned assets managers should value employees' mental health and provide mental health education and support resources. Encourage employees to pay attention to their own mental health, discover and solve potential problems in a timely manner, and improve overall work efficiency and quality of life.

1.5 Enhancing intellectual stimulation: State-owned assets managers should recognize the importance of diversity and inclusion for intellectual stimulation and innovation. By recruiting team members with different backgrounds and perspectives and creating a work environment that respects each other and treats each other equally, we can promote intellectual exchange and cooperation among team members.

1.6 Enhancing high performance expectations; State-owned assets managers should encourage team members to pursue excellence in work performance through positive incentives and recognition. This can include providing rewards, promotion opportunities, recognition, etc. to increase team member motivation and motivation.

2. Recommendations for further research

2.1 Model verification and improvement. Through multiple case studies, the universality and effectiveness of the leadership improvement model are verified by collecting and analyzing cases from different

state-owned assets enterprises. Based on the empirical research results, the model is revised and improved to better reflect the actual situation of leadership of state-owned asset managers.

2.2 Innovation and improvement of research methods. Discuss how state-owned asset managers use information technology to improve leadership in the context of the digital age. Analyze the impact of new technologies such as artificial intelligence on the leadership of state-owned asset managers, and how to use these technologies to promote leadership innovation and development.

2.3 Evaluation tools and methods can be developed based on the characteristics of state-owned asset managers to more accurately assess their change leadership level and provide targeted training and development programs.

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