The Preliminary Construction of the Competency Model of the Deputy Division Cadres in Universities

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Abstract: Under the background of my country's continuous deepening of the comprehensive reform of college education, the deputy director-level cadres of colleges and universities are in the pivotal position of management and operation. Building their competency model is the need to improve the overall service and management level of the college management team, and also to achieve the management goals of colleges and universities and build a first-class An important requirement of the university. This research takes the deputy director-level cadres of colleges and universities as the research object, uses the competence theory and research methods, and uses the behavioral event interview method to obtain a large amount of interview data. On this basis, the above information is coded to extract the competency characteristics of college deputy director-level cadres, and then to establish a competency model. The model includes ten elements in four dimensions, namely achievement characteristics: initiative, achievement orientation; management characteristics: interpersonal understanding, leadership, monitoring ability; personal qualities: deductive thinking, information collection, organizational commitment; personality traits: innovation ability, self control.

1. Introduction

Competency research can be traced back to the "time-action study" in Taylor's scientific management research at the beginning of the 20th century. In this research, Taylor regards the personal physical fitness or work skills that workers can directly observe as competencies. This research can be regarded as the earliest analysis and research on the elements of competence and competence, creating a precedent for scientific competence research. In 1954, Critical Event Technology (CIT) pioneered by John C. Flanagan laid the foundation for the development of competence. Robert White and David C. McClelland both published important research results on the concept of competence. In 1959, White first proposed a personal trait called competitiveness and defined it as competence. It refers to the latent characteristics of employees, which can distinguish them in different jobs and work situations. The performance of the output. Then, in 1973, McClelland made a breakthrough contribution to the research of competency. He defined competency as the individual characteristics that can better predict employee performance and effectively distinguish the performance level of employees in different jobs and working environments. It is usually the employee's knowledge structure, work skills, work ability, work motivation or personal characteristics, etc. And put forward the principle of performance evaluation based on competence: performance evaluation should include two dimensions of operability and responsive behavior; evaluation should be based on performance standards; evaluation content should be competencies related to actual performance; the evaluated should understand the evaluation elements And the evaluation is open and fair; the evaluation should be able to reflect the changes after learning; the evaluation should have an operational thinking mode to summarize its behavior to the greatest extent. In addition, McClelland et al. published "A New Method for Evaluating and Measuring the Essential Qualities of Senior Diplomatic Service Information Officials" combined with Flanagan’s Critical Incident Technology (CIT) and proposed the Behavioral Incident Interview (BEI) method, which is very important for future scholars Our construction of competency model has played a milestone meaning.

Domestic scholars also conduct in-depth research on competency. The main research focus is on managers in specific industries, rather than foreign researchers who are devoted to researching cross-

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industry general managerial competency models. Shikan Ru defines competency as the implicit personal characteristics that can distinguish between outstanding performers and ordinary performers in a specific organization, environment, group, and position. Mingzheng Xiao believes that competency refers to the distinctive personal traits possessed by outstanding performers in different environments and positions. These traits are both latent and obvious, and can distinguish outstanding performers from ordinary performers. ; At the same time, these characteristics can also be measured, and learn and grow through post-training. Hongzhang An believes that competency characteristics refer to the personal characteristics of employees who are able to complete their work tasks efficiently and excellently according to their job requirements, and this characteristic can significantly distinguish the pros and cons of employees' performance, including knowledge structure, work attitude, values, work motivation, Personal traits, perceptions, or behaviors. Chongming Wang defines competency characteristics as the characteristics of work skills, work ability, knowledge level, personal traits, values, and work motivation that enable employees to produce excellent management performance.

Competency theory and models can be used to train outstanding college deputy director-level cadres, focusing on cultivating the key abilities of deputy director-level cadres, helping deputy director-level cadres to make up for their shortcomings and shortcomings in their work, from potential characteristics to external behaviors to stimulate Work ability, creativity, promote their professional development. At present, there are few domestic and foreign related literatures on the competency of deputy department cadres in colleges and universities, and they mostly stay at the level of theoretical discussion, and there are few empirical analyses.

At present, scholars mainly use the research methods of behavioral event interviews and literature analysis to study the competence of university managers, and part of it is supplemented by questionnaire survey method and expert evaluation method. In addition, scholars mainly use two methods in the process of establishing the competency model: one is to extract the competency characteristics from the top-down, according to the organization's goal and vision, and the other is to summarize the competency characteristics from the literature. However, these studies still have some shortcomings: (1) The research object is middle-level managers in colleges and universities, but different scholars have not subdivided or defined middle-level managers, including department-level and deputy-level cadres, departments, and departments. The positions and positions of the research objects are quite mixed, such as government officials, etc., which results in different competence characteristics and competency models studied by different scholars. (2) Some scholars have only initially established a competency model for university managers, and have not further applied the model to the fields of human resource management such as selection, performance evaluation, salary incentives, training and development.

To sum up, this research aims to focus on the deputy director-level cadres of universities through empirical research and establish a competency model for the deputy director-level cadres to provide references for the further development of related research such as their selection and appointment and performance evaluation.

2. Method

Using the behavioral incident interview method, through open and in-depth interviews, review the key examples of the past work of the deputy director-level cadres in universities to explore their competency characteristics. This research needs to be interviewed by the deputy director-level cadres of the colleges and universities to list the key examples of success or regret that they have personally completed in their previous work. Then, let the deputy director-level cadres of the interviewed colleges and universities describe in detail what they thought and did, including the time, cause, characters, process, results, and thoughts of the entire incident; in the interview process, focus on understanding the deputy director-level cadres of the interviewed colleges and universities The ideas at the time, such as work goals, work results, etc., and the interviewees were asked to summarize the reasons they thought they were successful and unsuccessful; the more detailed the interviewee's description, the more conducive to establishing a competency model for university officials .

2.1 Research tasks and methods

The main methods for domestic and foreign scholars to construct competency models include behavioral event interview method, Delphi method, questionnaire survey method, job analysis method, etc. In order to construct a competency model for college deputy director-level cadres, this study adopts the behavioral event interview method. This method is currently recognized, the most classic and the most effective method to construct a competency model. This method can distinguish between effective and ineffective work of employees, has a strong explanatory power on the relationship between competency characteristics and performance, and has good reliability and validity in identifying competency characteristics. Therefore, by selecting deputy director-level cadres from five universities, analyze and count the personal characteristics and key behaviors presented in the behavioral incident interviews, so as to extract their basic competency characteristics and construct a competency model for college deputy director-level cadres.

First, prepare recording equipment for interview recording.

Second, prepare a competency dictionary, which usually includes common competency characteristics and specific behavior indicators contained in the competency characteristics. The competency dictionary can provide a research framework for the subsequent construction of a competency model. Researchers can modify the framework according to the specific objects of the research and specific job conditions to guide behavioral event analysis and form a competency dictionary that meets their own research requirements; in the research process, You can follow up the research process at any time to increase or decrease the competency elements of the competence dictionary formulated at the initial stage, which is conducive to improving the work efficiency of topic analysis and coding analysis.

At present, the most widely used competency dictionary blueprints are Spencer's competency dictionary and Hay Group's basic competency dictionary. This research extracts 20 competencies from it. In addition, five competency characteristics were extracted from the existing literature on the competence of deputy director-level cadres in colleges and universities to form the first draft of the "Deputy-department-level cadre competency coding dictionary for colleges and universities" used for coding. The words contained in it Articles are: initiative, understanding of others, honesty and integrity, organizational commitment, organizational cognition, leadership, relationship building, teamwork, desire for achievement, cultivating others, analytical thinking, conceptual thinking, service awareness, flexibility, control ability, Influencing ability, information gathering ability, professional knowledge, attention to order, innovation ability, insight ability, self-confidence, professional loyalty, relationship operation, strategy formulation.

2.2 Choosing interviewees

The deputy division-level cadres involved in this research refer to the actual deputy division-level cadres of various functional departments of universities, that is, deputy directors who are engaged in party affairs or administrative work full-time in various functional departments of universities, and do not include "double shoulders". Deputy director-level cadres (concurrently serving as teaching posts and administrative posts).

According to the requirements of the behavioral incident interview method, considering the representativeness of the universities and the interviewees in the research, each university selects about 4-6 people, among which the top performers and the ordinary performers each account for the deputy director-level cadres of the interviewed universities Half of it. In this study, those with outstanding job performance are classified into the "excellent performance group", and those with ordinary performance are classified into the "equal performance group".

The criteria for the deputy director-level cadres of the "Excellent Group" colleges and universities are: (1) In the past five years, the respondent has won national or provincial commendations for his work performance; or has won a school-level or above (including school-level) in the past five years The title of advanced individual of outstanding university deputy director-level cadres; (2) In the annual performance appraisal of the past five years, the assessment result is excellent at least once and the other evaluations are all qualified or above; (3) engaged in the work of deputy director-level

cadres in colleges and universities. Over the years, and currently in a job at this level. The "Jianping Group" refers to the respondents who do not meet the above criteria.

In this study, a total of 25 deputy director-level cadres from five universities including Tsinghua University, Peking University, Beijing Normal University, Renmin University of China, and Beijing Institute of Technology were selected (13 in the high-performance group and 12 in the performance-level group), based on behavioral events Before the interview, the two parties agreed that the name of the interviewee and the name of the university will be hidden in this paper.

2.3 Conduct interviews

As a key link in the construction of the competency model of the deputy director-level cadres in universities. This research has formulated a detailed "Interview Outline for Behavioral Incidents of Deputy Director-level Cadres in Colleges and Universities", and conducted the interview in strict accordance with the following interview steps: (1) Explain the interview; (2) Understand the basic information of the interviewees, including work Responsibilities, job content, etc.; (3) Interview the key examples of success and failure in their work experience, as well as the competencies required by the job they recognize; (4) Organize, analyze, and code the interview data. It should be noted that during each interview, the respondent needs to be asked to describe in detail three success and failure cases in their work experience, including the background of the case, the participants, the respondent's actions, feelings, emotions, and the final result . Then, collate and analyze the interview data to determine the competency characteristics shown by the interviewee. Finally, summarize and organize interview materials in time to prepare for later text transcription.

2.4 Coding of competency elements

Transcribe the interview recordings, organize them into written records and proofread them. Then import it into Nvivo11.0, as the original material for theme analysis and coding.

Thematic analysis is a method of identifying the competency characteristics of the position and coding accordingly. The specific operation is that the researcher analyzes the interviewee's key behavioral events through the process of reading the interview text, and refines the core content covered in the event; Reflect the description of the competency trait, and then determine the behavior level of the characteristic, and then formally code it.

During the coding process, it was found that the two winning characteristics of strategy formulation and relationship operation appeared less frequently in the interview text, so this competency characteristic was deleted in the subsequent data collation and analysis. In addition, during the coding process, two interviewees were interviewed for a short period of time, and the coding information was less than 10. According to the basic requirements of behavioral incident interview content, these two samples were removed, and 23 valid sample data were finally determined, of which 12 had excellent performance and 11 had average performance.

2.5 Data collation and analysis

Through the statistical analysis of each competency feature and the number of appearances of different levels in the coding results, the competency features that should be included in the competency model of college deputy director-level cadres are calculated according to the significance of the difference. In statistical analysis, the total frequency of each competency in the coding result (the sum of the number of times each competency appears at different levels), the total grade score (the sum of each competency grade * frequency), and the average grade score (total Grade score/total frequency) and the highest grade score (the highest grade of the competency * frequency). For example, a certain competency of a deputy division cadre of a university in the coding results: 3 times in behavior level 1, 4 times in behavior level 2, 3 times in behavior level 3, and 0 times in behavior level 4; Then the total frequency of the competency is 10, the average grade score is 2, and the highest grade score is 9. Then, the difference analysis of each competency feature is carried out for the three indicators of total frequency, average grade score, and highest grade score of the high-performance group and the average-performance group. The statistical analysis of the above-mentioned data is processed by SPSS22.0.

2.6 Establish a competency model

By analyzing the total frequency, average grade score, and highest grade score of each competency element in the high-performance group and the low-performance group, the competency characteristics that are different between the high-performance group and the average group in various differences analysis are determined in turn, and the respective combination structure is used to The average grade score and the highest grade score are used as indicators to perform cluster analysis and comprehensively construct a competency model for college deputy director-level cadres. On the basis of statistical analysis, once again search for valuable behavior descriptions in interview texts, analyze and extract possible competency characteristics, further supplement and improve the existing competency coding dictionary, and build a competency model for college deputy director-level cadres in the follow-up And the performance evaluation system of deputy department cadres based on this model lays a good research foundation.

3. Result analysis

Using the average grade score as an indicator, compare the average scores of each competency of the high-performance group and the average-performance group to test the significance of the difference. The results are shown in Table 1. The data in Table 1 shows that there are statistically significant differences between the 8 competency elements of initiative, understanding of others, leadership, desire for achievement, analytical thinking, information gathering, control ability, and innovation ability between the high-performance group and the average-performance group., The differences in other competency factors between the two groups were not statistically significant.

Table 1. Comparison of the difference of the average grade scores of the competency characteristics of different performance groups

Competency	Performance (mean ± standard deviation)		t□	p□
	Excellent(N=12)	General(N=11)		
Monitoring ability	1.49±1.45	0.55±0.93	1.863	0.078
Initiative	2.32±1.60	1.20±0.79	2.146	0.047*
Service awareness	1.68±1.61	0.98±1.12	1.231	0.233
Interpersonal understanding	1.85±1.48	0.73±1.01	2.103	0.048*
Organizational awareness	0.94±1.43	0.89±1.10	0.1	0.921
Organizational commitment	1.97±1.25	1.31±1.14	1.308	0.205
Leadership	2.58±1.27	1.12±1.25	2.771	0.011*
Team spirit	1.25±1.46	1.12±0.84	0.256	0.801
Deductive thinking	1.60±0.91	0.77±0.68	2.451	0.023*
Inductive thinking	0.72±1.02	1.25±1.17	-1.145	0.265
Honesty	1.32±1.04	1.23±0.92	0.213	0.833
Relationship building	1.79±1.95	1.27±1.25	0.766	0.453
Achievement-oriented	2.47±1.00	1.75±0.51	2.189	0.043*
Nurture others	1.72±2.01	0.75±0.90	1.51	0.151
Flexibility	0.69±0.83	1.09±1.14	-0.969	0.344
Influence ability	1.51±1.66	1.38±1.63	0.197	0.846
Self control	2.24±1.49	0.89±1.28	2.333	0.030*
Professional knowledge	1.62±0.82	1.18±0.45	1.599	0.128
Confidence	1.44±1.58	1.00±1.26	0.736	0.47
Creativity	0.72±0.99	0.00±0.00	2.519	0.029*
Collect information	2.67±1.16	0.95±1.25	3.434	0.002**
Prioritize the order	0.83±1.27	0.73±1.28	0.199	0.844
Insight	0.79±1.36	0.64±1.03	0.307	0.762
Professional identity	0.75±1.14	0.56±0.89	0.442	0.663

* Indicates statistical significance at the 0.05 level
** Indicates statistical significance at the 0.01 level

According to the above analysis, the highest grade score is also an excellent indicator. Table 2 shows the t-test results of the highest scores of the two groups of subjects in the same way.

Table 2. Comparison of the difference of the highest grade scores of the competence characteristics of different performance groups

Competency	Performance (mean ± standard deviation)		t□	p□
	Excellent(N=12)	General(N=11)		
Monitoring ability	3.00±3.28	0.55±0.93	2.488	0.027*
Initiative	4.50±4.21	1.73±1.19	2.105	0.048*
Service awareness	2.83±3.33	1.73±1.74	0.985	0.336
Interpersonal understanding	4.17±4.15	1.27±1.56	2.173	0.041*
Organizational awareness	1.00±1.54	1.18±1.47	-0.289	0.775
Organizational commitment	4.25±3.28	1.91±1.76	2.158	0.045*
Leadership	5.83±6.09	1.82±2.40	2.043	0.054
Team spirit	1.75±2.05	2.36±2.34	-0.671	0.51
Deductive thinking	2.67±2.27	1.18±1.33	1.934	0.069
Inductive thinking	1.50±2.39	2.36±2.91	-0.781	0.444
Honesty	2.67±2.71	3.27±4.45	-0.398	0.694
Relationship building	1.92±2.11	2.82±3.19	-0.807	0.429
Achievement-oriented	6.67±8.60	4.18±2.68	0.917	0.369
Nurture others	4.42±6.10	1.36±2.01	1.64	0.124
Flexibility	1.25±1.82	2.18±2.99	-0.912	0.372
Influence ability	3.67±5.87	2.64±3.78	0.495	0.625
Self control	4.25±4.07	1.64±2.54	1.826	0.082
Professional knowledge	4.17±2.92	2.18±1.54	2.064	0.055
Confidence	2.00±2.49	1.73±2.65	0.255	0.801
Creativity	1.33±2.02	0.00±0.00	2.292	0.043*
Collect information	4.33±2.57	1.91±3.59	1.875	0.075
Prioritize the order	1.25±2.05	2.18±3.84	-0.716	0.485
Insight	1.58±3.50	0.64±1.03	0.862	0.398
Professional identity	1.42±2.27	0.91±1.81	0.588	0.563
* Indicates statistical significance at the 0.05 level **Indicates statistical significance at the 0.01 level				

The results in Table 2 show that there are significant differences in the competence characteristics of initiative, interpersonal understanding, organizational commitment, monitoring ability, and innovation ability between the highest grade scores of the high-performance group and the average-performance group.

In order to ensure that the analysis of the competency characteristics of deputy department-level cadres has a high degree of reliability and validity, according to the total frequency of each competency in the coding, the significance of the difference in the frequency of the competency characteristics of the high-performance group and the low-level group is compared, and the t-test results are as follows Table 3 shows.

Table 3 Comparison and analysis table of the difference in the total frequency of competency characteristics of different performance groups

Competency	Performance (mean ± standard deviation)		t□	p□
	Excellent(N=12)	General(N=11)		
Monitoring ability	0.92±1.78	0.36±0.50	0.992	0.333
Initiative	2.42±2.02	2.00±1.79	0.522	0.607
Service awareness	1.75±1.71	1.55±1.57	0.297	0.769
Interpersonal understanding	1.92±1.78	1.00±1.41	1.358	0.189
Organizational awareness	0.50±0.90	1.09±1.64	-1.083	0.291
Organizational commitment	2.08±1.93	2.00±2.53	0.089	0.93
Leadership	3.08±2.94	0.91±1.04	2.404	0.031*
Team spirit	1.17±1.34	2.18±2.44	-1.251	0.225
Deductive thinking	1.50±1.09	1.00±1.00	1.145	0.265
Inductive thinking	0.83±1.19	1.45±1.57	-1.073	0.295
Honesty	2.08±1.73	2.45±2.21	-0.451	0.657
Relationship building	0.67±0.65	1.73±1.95	-1.715	0.112
Achievement-oriented	4.17±3.83	3.27±1.79	0.705	0.489
Nurture others	2.17±3.24	1.45±2.54	0.582	0.567
Flexibility	1.08±1.38	1.00±1.18	0.155	0.878
Influence ability	1.92±3.40	1.27±1.85	0.557	0.583
Self control	1.83±1.64	0.91±1.30	1.487	0.152
Professional knowledge	4.58±2.68	3.00±1.95	1.608	0.123
Confidence	1.08±1.31	1.09±1.51	-0.013	0.99
Creativity	0.75±1.06	0.00±0.00	2.462	0.032*
Collect information	1.75±0.97	1.45±2.70	0.356	0.725
Prioritize the order	0.75±1.36	1.00±1.79	-0.38	0.708
Insight	0.75±1.29	0.36±0.50	0.962	0.352
Professional identity	0.75±0.97	0.64±1.03	0.274	0.787
* Indicates statistical significance at the 0.05 level ** Indicates statistical significance at the 0.01 level				

The results showed that in the difference test of the total frequency of the 24 competencies between the two groups, there were only significant differences in the frequency of the two competencies of innovation and leadership, and there were no significant differences in the other 23 competencies. According to the total score of each competency in the coding, compare the significance of the difference between the high-performance group and the low-performance group. The t-test results are shown in Table 4.

It can be seen from the table that in the difference test of the total scores of the two groups of 24 competency characteristics, the five competency characteristics of initiative, interpersonal understanding, organizational commitment, monitoring ability, and innovation ability are significant, indicating that the two groups are in these five competences. There are differences in competency characteristics; while the remaining 19 competency characteristics did not show significance, that is, there is no difference between the two groups in the total score of the 19 competency characteristics code.

The results of the comparison of competency characteristics between groups based on different statistical indicators are summarized in Table 5. Among them, the competency characteristics with significant differences under the total frequency dimension are innovation ability and leadership ability. Under the total score dimension, there are initiative, There are 5 items of interpersonal understanding, organizational commitment, monitoring ability, and innovation ability. There are 8 items of initiative, interpersonal understanding, leadership ability, achievement orientation, deductive thinking, information gathering, self-control and innovation ability under the average grade score dimension, the highest grade score Under the dimension, there are five items: initiative, interpersonal understanding, organizational commitment, monitoring ability and innovation ability. Among them,

the competencies with significant differences in the three dimensions of total grade score, average grade score and highest grade score are the most, which are 5, 8 and 5 respectively. Competency characteristics have significant differences in multiple dimensions.

Table 4 Comparison and analysis table of differences in total scores of competency characteristics of different performance groups

Competency	Performance (mean ± standard deviation)		**t□**	**p□**
	Excellent(N=12)	General(N=11)		
Monitoring ability	3.00±3.28	0.55±0.93	2.488	0.027*
Initiative	4.50±4.21	1.73±1.19	2.105	0.048*
Service Awareness	2.83±3.33	1.73±1.74	0.985	0.336
Interpersonal Understanding	4.17±4.15	1.27±1.56	2.173	0.041*
Organizational Awareness	1.00±1.54	1.18±1.47	-0.289	0.775
Organizational commitment	4.25±3.28	1.91±1.76	2.158	0.045*
Leadership	5.83±6.09	1.82±2.40	2.043	0.054
Team spirit	1.75±2.05	2.36±2.34	-0.671	0.51
Deductive thinking	2.67±2.27	1.18±1.33	1.934	0.069
Inductive thinking	1.50±2.39	2.36±2.91	-0.781	0.444
Honesty	2.67±2.71	3.27±4.45	-0.398	0.694
Relationship building	1.92±2.11	2.82±3.19	-0.807	0.429
Achievement-oriented	6.67±8.60	4.18±2.68	0.917	0.369
Nurture others	4.42±6.10	1.36±2.01	1.64	0.124
Flexibility	1.25±1.82	2.18±2.99	-0.912	0.372
Influence ability	3.67±5.87	2.64±3.78	0.495	0.625
Self control	4.25±4.07	1.64±2.54	1.826	0.082
Professional knowledge	4.17±2.92	2.18±1.54	2.064	0.055
Confidence	2.00±2.49	1.73±2.65	0.255	0.801
Creativity	1.33±2.02	0.00±0.00	2.292	0.043*
Collect information	4.33±2.57	1.91±3.59	1.875	0.075
Prioritize the order	1.25±2.05	2.18±3.84	-0.716	0.485
Insight	1.58±3.50	0.64±1.03	0.862	0.398
Professional identity	1.42±2.27	0.91±1.81	0.588	0.563
* Indicates statistical significance at the 0.05 level ** Indicates statistical significance at the 0.01 level				

Table 5. Competency characteristics with significant differences under different statistical indicators

Statistical indicators	Competence characteristics with significant differences
	Competency feature name
Total frequency	Leadership
	Creativity
Grade total score	Initiative
	Interpersonal understanding
	Organizational commitment
	Monitoring ability
	Creativity
Average grade score	Initiative
	Interpersonal understanding
	Leadership
	Achievement-oriented
	Deductive thinking
	Collect information
	Self control
	Creativity
Highest grade score	Initiative
	Interpersonal understanding
	Organizational commitment
	Monitoring ability
	Creativity

4. Constructing a competency model for cadres at the deputy division level in colleges and universities

According to the t-test results of the difference between the two groups' average grade score, total frequency, grade total score, and highest grade score, the competency characteristics with significant differences were screened out, and a total of 10 competency elements that distinguish the high-performance group and the average-performance group were determined, respectively: Initiative, interpersonal understanding, organizational commitment, leadership ability, achievement orientation, deductive thinking, monitoring ability, information gathering, self-control, innovation ability. These competency characteristics scored significantly higher in the deputy director-level cadres of the high-performance group than the deputy director-level cadres of the high-performance group, and they have higher distinguishing ability and performance prediction effect.

According to the average grade score and the highest grade score, the clustering method of inter-group linkage was used to cluster analysis of 10 competency characteristics. According to the results of cluster analysis and the classification of competence characteristics by Spencer and Hay Group, this research divides the 10 competency characteristics into four dimensions, followed by achievement characteristics (including initiative and achievement orientation), Management characteristics (including the three competencies of interpersonal understanding, leadership, and monitoring capabilities), personal literacy (including the three competencies of deductive thinking, information collection, and organizational commitment), personality traits (including the two competencies of innovation and self-control). The four dimensions of competency characteristics and the competency characteristics of the subordinates constitute the main content of the competency model for college deputy director-level cadres (as shown in the figure below).

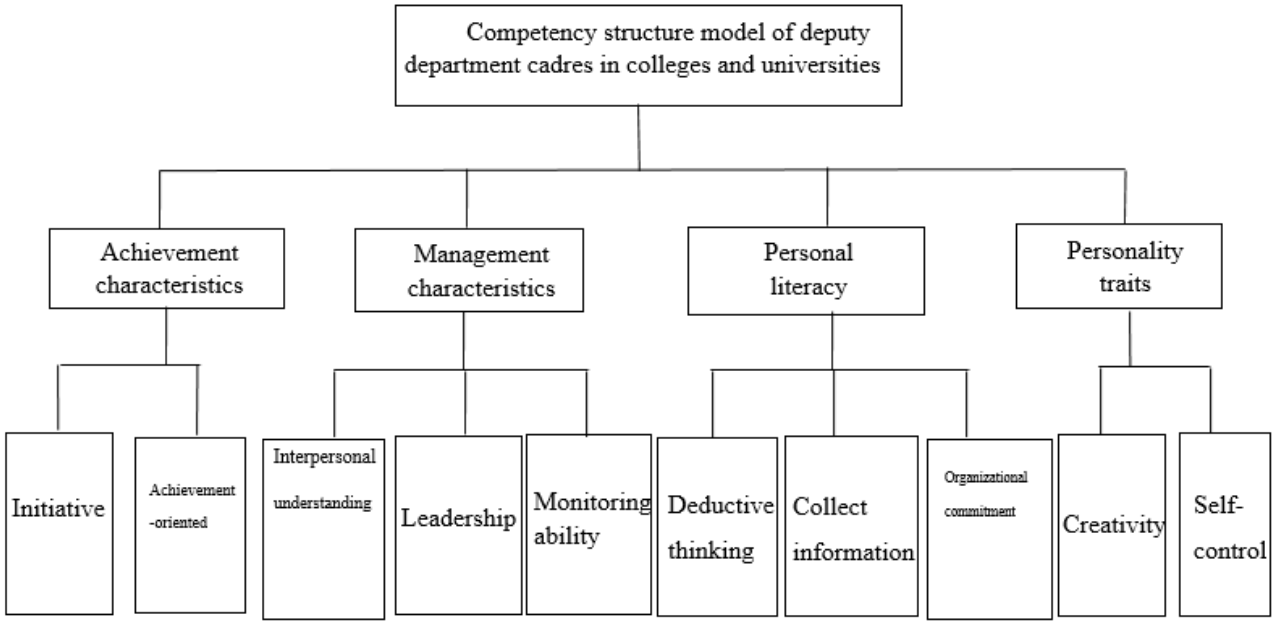

Figure 1. Competency model of deputy department cadres in colleges and universities

5. Discussion

This study uses the classical competency modeling method to conduct an empirical study on the competency characteristics and structure of the deputy director-level cadres in colleges and universities, and finally forms a competency model for the deputy director-level cadres in colleges and universities. The model includes four dimensions and ten competency characteristics. Throughout the existing research, there are some similarities between the competency characteristics in this model and those studied by other scholars (the names of the competency characteristics are slightly different, but the connotation is the same), as constructed by Lin Rituan et al. (2007) Compared with the competency model of middle-level management cadres in colleges and

universities, the five items of innovation ability, achievement orientation, leadership ability, monitoring ability, and interpersonal understanding are basically the same. Compared with the competency model of middle-level managers in colleges and universities constructed by Zheng Ying (2012), the four items of organizational commitment, self-control, interpersonal understanding, and innovation ability are basically the same. It is basically the same as the competency characteristics of middle-level leading cadres in colleges and universities summarized by Bai Jing (2013), including organizational commitment, innovation ability, and leadership ability. It can be seen that in the construction of the competency model for the deputy director-level cadres in universities, the results obtained by different researchers are somewhat different. This may be related to the selected sample itself. The sample selected in this study is in the Beijing area, while the other three The studies were in Guangdong, Nanjing, and Hebei. It may also be related to the different definitions of competency. For example, the sense of responsibility in the research of others is a dimension, while the sense of responsibility in this research is only a level in the dimension of organizational commitment.

This study uses the behavioral event interview method, based on empirical research and literature analysis, to construct a competency model for college deputy director-level cadres. However, the construction of a scientific and effective competency model for college deputy director-level cadres is merely a reference rather than the final classic model. In future research, managers of different organizations and different positions can be used to probe their core competency characteristics and combinations of competency characteristics.

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