

# Research on the Growth Law of Cadres in Art Colleges--Taking an Art College in Beijing as an Example

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**Keywords:** Art colleges, Cadres of division level, Growth law

**Abstract:** Division-level cadres play an important role in the management of colleges and universities and are the backbone of their career development. In the long run, the study of cadres' growth law is a scientific study for the connection between the internal factors and external environmental factors that affect the growth of cadres in response to each other. By analyzing the trajectory of their growth, exploring the characteristic traits of the cadre group in art colleges and universities, and through the exploration of the differences of background factors of cadres at this level and the correlation degree between their variables, a rich theoretical significance for the appointment of young cadres in art colleges and universities, the training of young cadres in the echelon, and the training and selection of cadres has been made. The further improvement of the system has rich theoretical and practical significance.

## 1. Research Background and the Method

### 1.1 Research Background

“Upholding men of virtue and ability is the foundation of governance.[1]” Talent is the inexhaustible driving force behind the prosperity and strength of a country. It is also a strategic resource for a country to promote social and economic development in the competition of national power in the world. Talent advantage is an important resource in international competition [2]. By grasping this core resource can a country seize the opportunity in economic globalization. Talent cultivation and development is the “key to victory” to realize the great dream of the great rejuvenation of the Chinese nation. As distilled in the report of the 19th National Congress of the Communist Party of China, General Secretary Xi Jinping has repeatedly stressed on the issue of talent, “Talent resources are actually the strategic resources to achieve national revitalization and win the initiative in international competition. Moreover, they are the most valuable asset for our career development and the fundamental resources for the Party to govern and prosper.” These statements clearly show that our Party and State have a true understanding of the importance of talent development.

Colleges and universities gather talents and cultivate them. They shoulder the double historical mission of science and education strategy and talent strengthening strategy, and undertake the important functions of talent cultivation, knowledge innovation and social service. The division-level cadres play an important role in the management of colleges and universities, and are the backbone of their career development [3]. In the long run, the study of cadres' growth law is a scientific study for the connection between the internal factors and external environmental factors that affect the growth of cadres in response to each other [4]. By analyzing the trajectory of their growth, exploring the characteristic traits of the cadre group in art colleges and universities, and through the exploration of the differences of background factors of cadres at this level and the correlation degree between their variables, a rich theoretical significance for the appointment of young cadres in art colleges and universities, the training of young cadres in the echelon, and the training and selection of cadres has been made. The further improvement of the system has rich theoretical and practical significance.

### 1.2 Research Object

The object of this paper is the growth path of party and governmental talents who were appointed to the deputy and full divisional levels in October 2020 in an art college in Beijing.

### 1.3 Indicator Setting

The indicators mainly include: academic and professional background before being employed, working age, and age of working at the college or university; Major work experience including rotation, number of units served, number of departments served on campus, and job work experience; The promotion situation includes the working years of promotion to the full section level (intermediate title), the average time for each level of promotion (including section chief rank to deputy division level and deputy division level to full division level); The richness of work experience, whether as a full-time teacher, actor, full-time cadre, etc., and the inter-professional field situation.

### 1.4 Research Methods

Using the above index system and using all appointed departmental cadres as the sample and their biographical information as the object, statistical analysis can be conducted to analyze the current growth path of departmental cadres in an art college in Beijing at the present stage. Through the correlation analysis of the data, the growth pattern is derived.

## 2. Analysis of the Growth Law of Cadres in an Art College in Beijing

### 2.1 Basic Characteristics

The basic conditions for cadres to participate in the work and work for the college, including age, education, profession, and, the way to work here.

Through the statistics of 65 sample data, the overall situation of division-level cadres in the art college in Beijing is described as follows: 26 principals, 39 deputies, 30 male, 35 female, with an average age of 45.0 years. For the 39 cadres at deputy department level, the youngest being 35 years old, 18 aged 40 and below, accounting for 46.15%. 26 principal-ranking cadres, the youngest being 39 years old, 45 and below 7, accounting for 26.92%, 11 aged 50 and below, 42.31%. The average age of participation in work is 20.08 years old, of which the youngest was 11 years old, showing the characteristics of low age. In the survey sample, the average age of division-level leaders coming to school was 25.73 years old, of which the youngest is 19 years old and the oldest was 38 years old (see Figure 1).

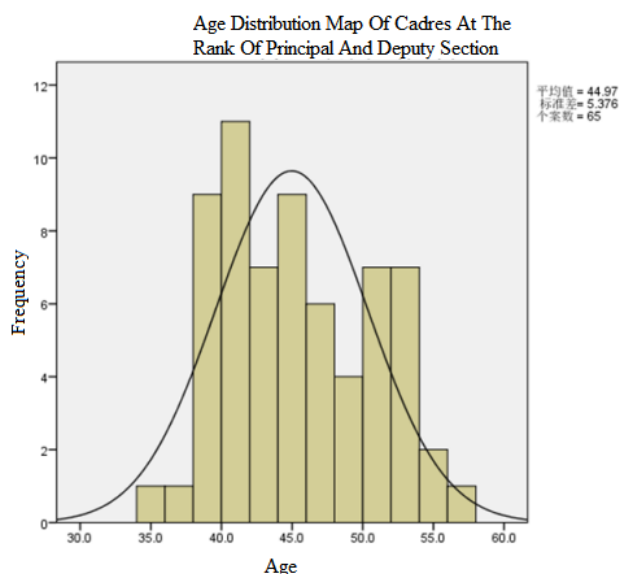


Fig.1 Age Distribution of Full and Deputy Divisional Level

In the survey of majors, majors were divided into Dance, Art, Economics, Finance and Accounting, Science, Medicine and Agriculture, Humanities and Social Sciences, and others, and

the distribution is shown in the Figure 2, in which there were 31 people in Dance, 7 people in Art, 8 people in Economics and Management, Finance and Accounting, 4 people in History, 6 people in Foreign Languages and Literature, and the rest were scattered in Politics, Geography, Psychology, Law, Chemistry, Computer and Education.

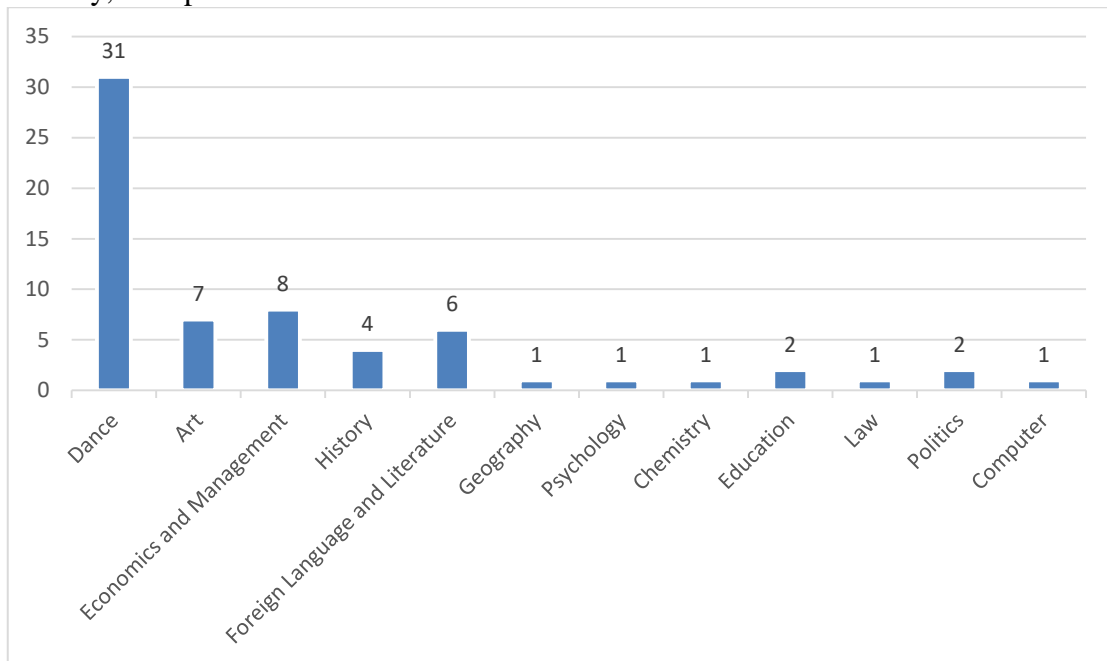


Fig.2 Major Distribution

In the survey of the highest academic degree, there were 9 people with doctoral degree and education background, 38 people with master's degree, 21 people with master's education background, 15 people with bachelor's degree, 33 people with bachelor's education background, 3 people without degree and 2 people with university specialist degree. The percentage of master's degree was 58.46%, and the percentage of university bachelor's degree was 50.77%. As shown in Figure 3.

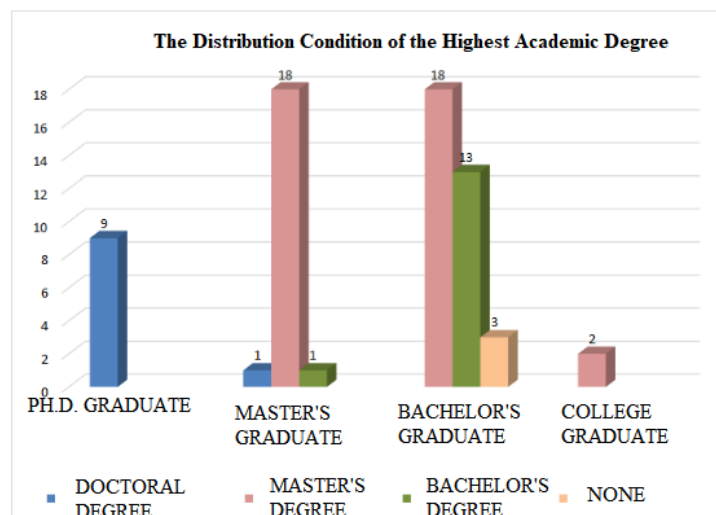


Fig.3 The Distribution Condition of the Highest Academic Degree

## 2.2 Maturity Status of Appointment

The experience of rotation and cross-field exchange in the growth process of division-level cadres in the college helps enrich the work experience and experience and improve the quality of leadership ability, as well as being a necessary condition for job and rank promotion. The sample data shows that the majority of division-level cadres' leaders have rotational experiences during their growth process. Specific analysis is as follows.

34 cadres only held posts in this college, accounting for 52.3%; Among the 31 cadres who had worked in other units before coming to the school, they worked in 10 positions at most, which was one cadre who had been transferred from the army. 18 cadres worked in one post before coming to the school, accounting for 27.69% of the total number of samples; 5 cadres worked in 2 positions before coming to the school, accounting for 7.69% of the total number of samples; 4 cadres worked in 3 positions before coming to school, accounting for 4.62%; One held 4 posts, and two held 7 posts, accounting for 1.54% and 3.08%, respectively. Before the 31 transferred personnel came to the school, the average number of posts they performed was 2.07.

In terms of working experience on campus, the average department of the cadres in the sample was 2.34 (it should be noted that in the process of organizational adjustment of the school, the merged and restructured organization was counted as a new department). One of them had worked in six departments, and 17 had grown up or worked in only one department of the college. Among the 17 cadres, 13 were professional and technical personnel, among which 9 were former full-time teachers who have become the principal or deputy head of the discipline. Among the 17 cadres, 10 were transferred personnel who had working experience before coming to the school.

For on-campus work experience, the average number of jobs in the sample was 3.65 (it should be noted that in the process of organizational restructuring of the college, the merged and reorganized institution was counted as a new department; the work experience of non-divisional cadres was also counted as a job). Among them, there were 4 cadres who worked on 8-10 posts, 26 cadres who worked on 4-6 posts, 11 cadres who worked on 3 posts, 21 cadres who worked on 2 posts, and 3 cadres who worked on only 1 post.

In terms of the cadres' work experience throughout their careers, the average number of jobs for the cadres in the sample was 4.56 (the experience of section-level cadres was counted as one job). Among them, there were 2 cadres who had worked in 10 or more positions, 17 cadres who had worked in 6-9 positions, 10 in 5 positions, 15 in 4 positions, 11 in 3 positions, and no cadres with 2 or less work experiences.

### 2.3 Promotion Condition

Among the existing division-level cadres, there were 17 people promoted to division-level cadres from section chief rank posts, with an average promotion period of 6 years, of which the longest is 14 years and the shortest is 3 years. Among them, 11 were promoted within 5 years (inclusive) and 2 were promoted over 10 years. As shown in Figure 4.

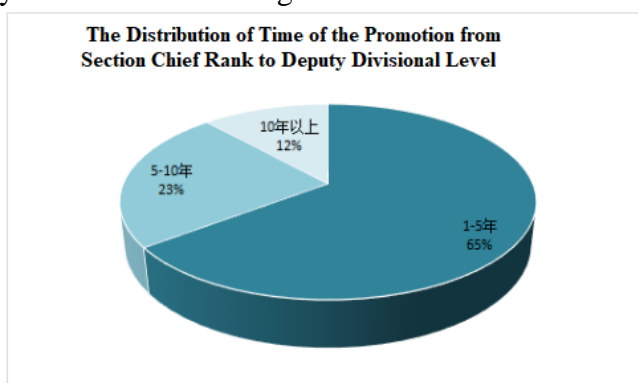


Fig.4 The Distribution of Time of the Promotion from Section Chief Rank to Deputy Divisional Level

The average length of time from starting a job to getting a section chief rank position is eight years, with the longest being 20 years and the shortest being one year. 6 people were promoted within 5 years (including), 7 people were promoted between 6 and 10 years, and 4 people were promoted over 10 years, as shown in the Figure 5.

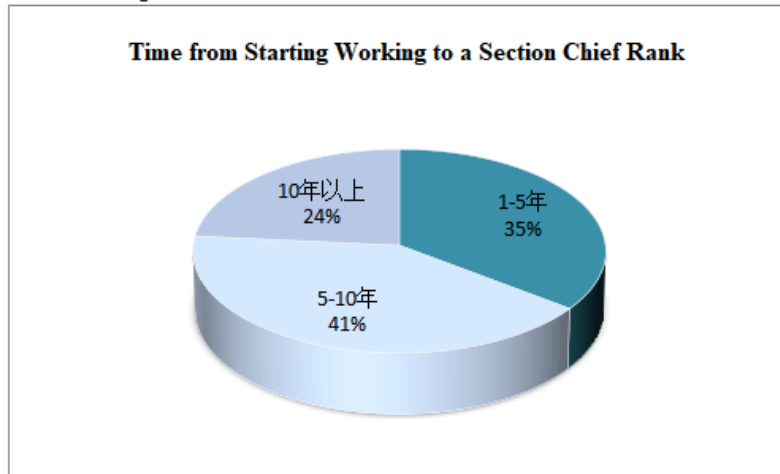


Fig.5 Time from Starting Working to a Section Chief Rank

Forty-eight people were promoted from professional and technical positions to divisional level positions.

There are 25 people promoted from middle-level professional and technical positions promoted to divisional ones, with an average promotion period of 7 years, of which 10 were promoted within 5 years (inclusive), 11 were promoted from 6 to 10 years, and 4 were promoted over 10 years, as shown in Figure 6.

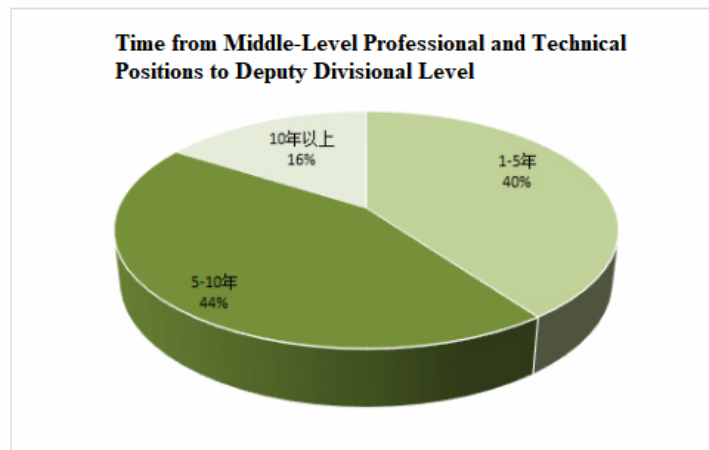


Fig.6 Time from Middle-Level Professional and Technical Positions to Deputy Divisional Level

The average number of years from joining the workforce to obtaining a mid-level professional or technical position is 9 years, of which the longest was 19 years and the shortest is 2 years. 6 people were promoted within 5 years (inclusive), 12 people were promoted between 6 and 10 years, and 7 people were promoted over 10 years, as shown in Figure 7.

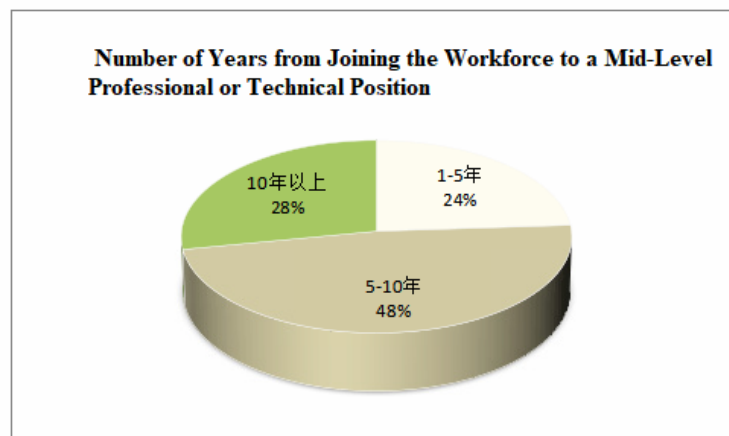


Fig.7 Number of Years from Joining the Workforce to a Mid-Level Professional or Technical Position

There were 23 people appointed from senior professional and technical positions to division-level cadres with an average length of 5 years, including 14 people appointed to division-level cadre positions within 5 years (inclusive), 7 people appointed from 6 to 10 years, and 2 people appointed for more than 10 years, as shown in Figure 8.

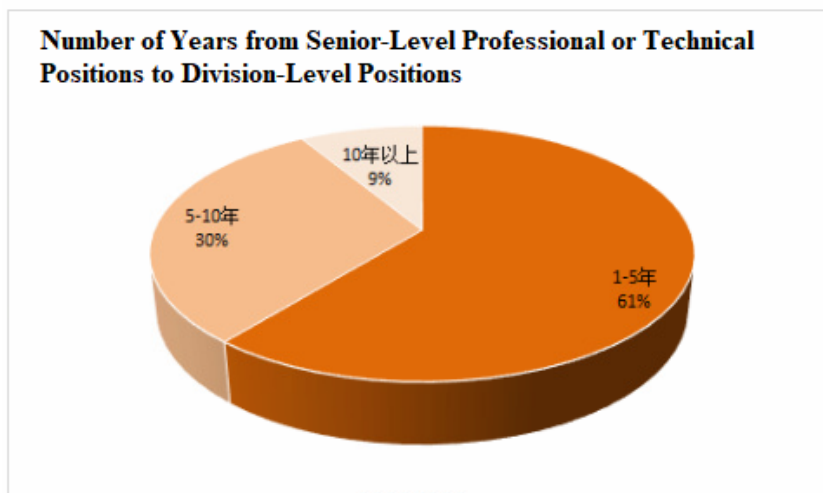


Fig.8 Number of Years from Senior-Level Professional or Technical Positions to Division-Level Positions

Those who were appointed from senior professional and technical positions to divisional level cadre positions were basically professional teachers of the faculty, all of whom have teaching experience.

The average number of years from participation to appointment to a section chief rank post was 8 years, and the average number of years from participation to appointment to a section chief rank post and then promoted to a division-level cadre post was 13 years. The average number of years from participation to appointment to a mid-level title was 9 years, and the average number of years from participation to appointment to a mid-level post and then promoted to a division-level cadre post was 15 years. The average length of time from participation to promotion to senior title was 7 years.

For those people who were involved in the investigation, the average number of years of promotion from the deputy division to the divisional level was 8 years, of which 6 people were promoted to the divisional level within 5 years (inclusive), 16 people were promoted to the divisional level between 6 and 10 years, and 2 people were promoted to the divisional level over 10 years.

## 2.4 Richness of Work Experience

Among the 65 division-level cadres, four cadres have posting experience, two cadres have secondment experience, and one cadre has on-campus posting experience (see Figure 9).

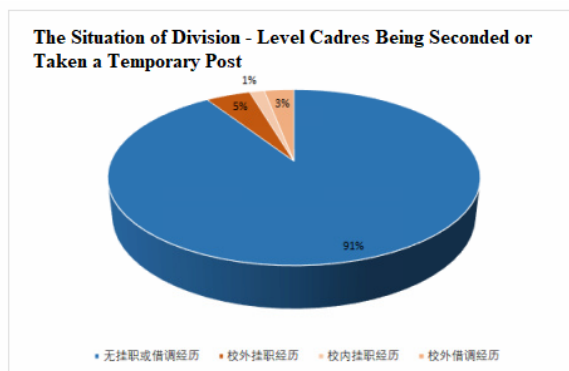


Fig.9 The Situation of Division - Level Cadres Being Seconded or Taken a Temporary Post

Among the existing sample of division-level cadres, 15 cadres had career experience as actors, accounting for 23.08% of the total number of cadres; 44 cadres had experience as teachers, accounting for 67.69% of the total sample; 14 cadres had career experience as both actors and teachers, accounting for 21.54%; 11 cadres had experience as full-time cadres, accounting for 16.92%; 6 cadres had experience as enterprise employees, accounting for 9.23%; other 5 had experience in professional and technical positions, accounting for 7.69%; 2 had experience as civil servants, accounting for 3.08%; 1 had experience as a counselor, accounting for 1.54%; 1 had experience as a soldier, accounting for 1.54%; 1 had experience as an editor, accounting for 1.54%; and 2 had experience as non-staff members of the college being employed, accounting for 3.08%.

According to the percentage, the growth from teachers to divisional cadres accounted for the vast majority, followed by actors, full-time cadres, enterprise employees, professionals and technicians, and counselors, supernumeraries, civil servants, editors and military personnel were the least, in a fragmented distribution. As shown in Figure 10 below.

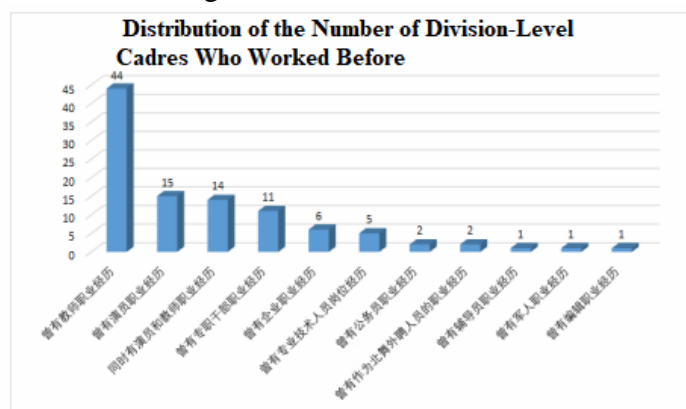


Fig.10 Distribution of the Number of Division-Level Cadres Who Worked Before

## 2.5 The Number of Positions for Cadres with Different Growth Experiences

In terms of the work experience of those cadres throughout their careers, the average number of work positions of cadres in the sample was 4.56 (the experience of section-level cadres is counted as one). If we divide the sample into two categories according to the cadres' growth path: one category of cadres who grew up only in the college (hereinafter referred to as category A), 34 in total; and one category of cadres who had worked in other units (hereinafter referred to as category B), 31 in total.

In category A, the average number of posts was 3.94. Three had worked in eight or more posts, 14 had worked in four to seven posts, seven had worked in three posts, and 10 had worked in two posts.

Among the cadres in category B, the average number of jobs was 5.24. There were 4 cadres who had worked in 8 or more jobs, 23 cadres who had worked in 4-7 jobs, 4 cadres who had worked in 3 jobs, and no cadres who had experienced only 2 or less jobs (see Figure 11).

### The Number of Units and Positions Held by Division-Level Cadres

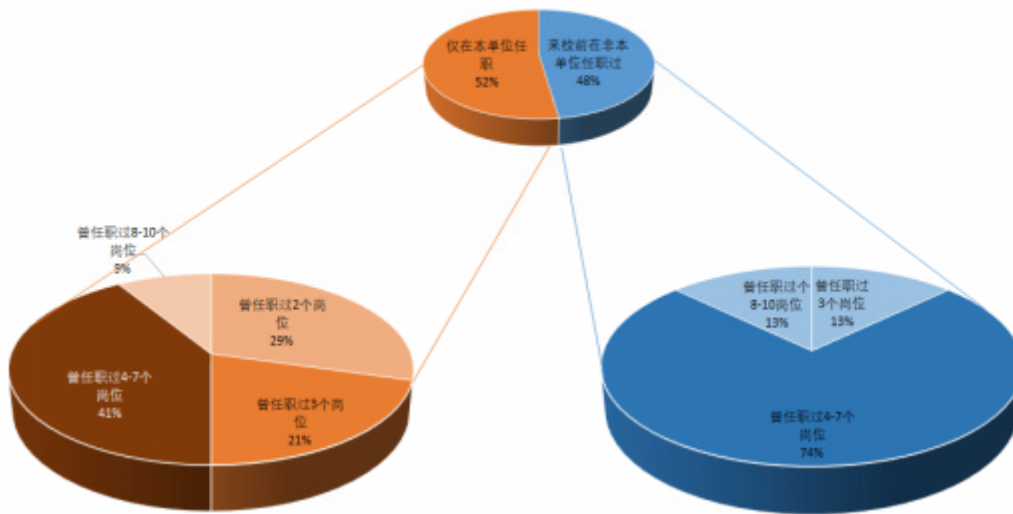


Fig.11 the Number of Units and Positions Held by Division-Level Cadres

### 2.6 The Number of Years of Promotion Varies for Cadres with Different Growth Experiences

First, for cadres with different growth experiences, the descriptive statistics of their promotion years are shown in Table 1. From Table 1, we can see that the average value of years of promotion for cadres in category A was less than that for cadres in category B, whether they were promoted to deputy divisional level or divisional level. That means that the overall promotion of cadres with only the growth experience of the college is faster than that of cadres transferred from other schools.

Table 1 Descriptive Statistics Of Years of Promotion for Cadres with Different Growth Experiences

		Sample number	Mean(year)	Standard deviation
Category A	Years of promotion to deputy divisional level	34	14.06	5.303
	Years of promotion to full divisional level	12	20.33	4.418
Category B	Years of promotion to deputy divisional level	31	20.16	8.434
	Years of promotion to full divisional level	12	23.50	8.949

Second, on the basis of the sample being divided into category A and category B, we continued to explore the correlation between the number of years of promotion and the total number of positions held on campus, and the results are shown in Tables 2 and 3.

Table 2 Correlation between The Total Number of Positions of the Cadres with Different Growth Experiences and the Number of Years of Promotion

		Years of promotion to deputy divisional level cadres	Years of promotion to full divisional level cadres	Total number of positions held
Category A	Years of promotion to deputy divisional level cadres	1	0.892**	-0.187
	Years of promotion to full divisional level cadres		1	0.594*
	Total number of positions held			1
Category B	Years of promotion to deputy divisional level cadres	1	0.962**	-0.141
	Years of promotion to full divisional level cadres		1	0.007



	Total number of positions held			1
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\*\* indicates significant correlation at the 0.01 level; \* indicates significant correlation at the 0.05 level.

From Table 2, it can be seen that for category A cadres, the Pearson correlation coefficient between the number of years of promotion to the cadres at the division level and the total number of posts served was 0.594 ( $p < 0.05$ ), which means that there is a significant positive correlation between the two. It means that as the number of posts served increases, the number of years of promotion also becomes longer. This also implies that cadres who grow up in the college and are promoted to the division level need to work deeply in their posts. For cadres in category B, there is no significant correlation between the number of years of promotion and the total number of posts served.

Table 3 Correlation between The Number of on-Campus Positions and the Number of Years of Promotion for Cadres with Different Growth Experiences

		Years of promotion to deputy divisional level cadre	Years of promotion to full divisional level cadre	Number of positions held on campus
Category A	Years of promotion to deputy divisional level cadre	1	0.892**	-0.437**
	Years of promotion to full divisional level cadre		1	0.072
	Number of positions held on campus			1
Category B	Years of promotion to deputy divisional level cadre	1	0.962**	-0.164
	Years of promotion to full divisional level cadre		1	0.132
	Number of positions held on campus			1

\*\* indicates significant correlation at the 0.01 level; \* indicates significant correlation at the 0.05 level.

From Table 3, it can be seen that for category A cadres, the Pearson correlation coefficient between the number of years of promotion to the deputy division level and the number of on-campus positions was -0.437 ( $p < 0.01$ ), indicating a significant negative correlation, which means that the number of years of promotion to the deputy division level becomes shorter as the number of on-campus positions increases. That means that for cadres who grow up on campus, rotation or promotion to managerial positions has a facilitating effect on promotion to the deputy division level. For category B cadres, there is no significant correlation between the number of years of promotion and the number of on-campus positions.

### 3. Conclusion

#### 3.1 Group Characteristics: Cadre Professional Background and Work Experience with Distinctive Artistic Characteristics

The group characteristics of cadres who work in the art college in Beijing have distinct backgrounds of art majors and art work experience. There were 58.46% of the cadres with art major academic background, including 47.69% with dance major academic background, and 46.15% of the total cadres with academic degrees from this college. 23.08% of the cadres had worked as actors, 67.69% had worked as teachers, and 21.54% had worked as both actors and teachers. This shows that the training of cadres in this school is mainly carried out for front-line teachers, and other positions are second.

The professional background and work experience of the cadres had distinctive artistic characteristics. They were generally professional composite cadres who understand the laws of art education, which is conducive to the center of the school's "dance education" business and to carry out management and service work based on their posts.

### **3.2 Growth Law: in Line with the General Law of Cadre Growth**

By analyzing the correlation between the promotion of the sample of cadres and their work experience, it was found that, in comparison, cadres who grew up in our school were more likely to be promoted to division-level cadres. The cadres with more rotations below the division level (section level or professional and technical positions) and richer work experience teaching were more likely to be promoted to deputy division level cadres. However, as deputy division-level cadres, cadres who have not changed their positions frequently were more likely to be promoted to full division-level cadres. According to the general law of cadre growth, cadres who experienced rotations at the grassroots level had richer management experience and were therefore more likely to be promoted to full or deputy departmental leadership. However, due to the limitation of the number of positions at the division level of the university, the deputy cadres with better qualification and stronger leadership would be promoted to the division level sooner, while the deputy cadres who had not been promoted would be rotated in different departments to gain richer management experience and stronger management ability before being promoted.

### **3.3 Existing Questions**

Through the analysis of the setting of the basic characteristics, promotion, work experience and other indicators of division-level leading cadres and the relevance of some of them, the following problems were found to exist.

(1) The average age of the cadres is older. Although some young cadres were promoted to division-level cadres for the first time, the overall average age was 45 years old (including an average age of 42.28 years for deputy division-level cadres and 49.02 years for full division-level cadres). From the perspective of cadre promotion, the average number of years required to grow into a full division-level cadre was 8 years, which is a longer growth process. The generally low age of cadres in the college, compared to the average age of cadres, makes the whole growth process even longer.

(2) Among the 65 division-level cadres, 4 cadres took temporary posts and 2 cadres had secondment experience. Through the study of the correlation between work experience and job promotion, it is found that the cadres who grow up in this college are more likely to be promoted to the division-level leadership cadres. This shows that the college has not formed a set of cadre exchange mechanism, which leads to a more homogeneous growth experience and background of cadres.

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