

Exploring the Impact of Servant Leadership on Shaping the Craftsmanship Spirit of College Teachers

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Abstract

Under the promotion of college education reform and innovation, service-oriented leadership has gradually become an important strategy to improve the efficiency of management and teaching quality in colleges and universities. As a service-centered leadership model, service-oriented leadership is different from the traditional authoritative management, which emphasizes the realization of organizational goals by supporting and serving team members. At the same time, the teachers' craftsman spirit is gradually regarded as a key element in improving the teaching quality and promoting the development of education. The spirit of craftsman not only reflects the teachers' love and persistent pursuit of the career, but also represents their ultimate pursuit of teaching details and the spirit of continuous innovation. This paper aims to deeply discuss the relationship between service-oriented leaders and teachers' craftsman spirit, and study how service-oriented leaders can promote the formation and development of teachers' craftsman spirit in the university environment. By paying attention to the needs of teachers, providing professional support and building an environment conducive to their growth, service-oriented leaders can significantly improve teachers' professional identity and internal motivation, so as to promote teachers to pay more focus and excellence in teaching practice. Through the guidance of service-oriented leaders, teachers can not only reflect the core value of the craftsman spirit in the teaching process, but also show stronger adaptability and innovation ability in the face of teaching challenges. In order to have a more comprehensive understanding of the interactive relationship between university service leaders and teachers' craftsman spirit, this paper will systematically discuss this relationship through theoretical analysis and practical case study.

Keywords

Service-oriented Leadership; University Teachers; Craftsman Spirit.

1. Introduction

With the continuous advancement of global education reform, the management mode of universities is also evolving. The traditional management mode has gradually exposed many problems, such as too administrative, the main position of teachers is not obvious, which leads to the difficulty to improve the teaching quality and the increase of teacher burnout. In this context, service-oriented leadership, as a leadership centered on serving others, has gradually become an important choice for university administrators[1]. At the same time, the cultivation of teachers' craftsman spirit is considered to be one of the key factors to improve the teaching quality and promote educational innovation. Therefore, it is of great theoretical and practical significance to study the relationship between service-oriented leaders and teachers' craftsman spirit. The purpose of this study is to explore the role of service-oriented leaders in promoting teachers' craftsman spirit, analyze how university administrators stimulate teachers'

enthusiasm and investment in their profession through service-oriented leadership, and cultivate teachers' craftsman spirit of pursuing excellence. Through this study, we hope to provide useful practical suggestions for university administrators, help them to better support and guide the development of teachers, and make contributions to improving the overall education quality of colleges and universities..

2. The Application Significance of University Service-oriented Leadership and Teachers' Craftsman Spirit

2.1. Concept and characteristics of service-oriented leadership

Service leader (Servant Leadership), as a kind of leadership based on the core concept of serving others, was first founded by the American scholar Robert K. Greenreiff (Robert K. Greenleaf) Was proposed in the 1970s. Different from the traditional authoritative leadership, the service leader is first the service provider, and then the leader. The core idea of this style of leadership is to achieve leadership goals by serving others, rather than through command and control. Service leaders emphasize that leaders should be characterized by listening, empathy, healing, awareness, persuasion, conceptualization, foresight, supervision, commitment to others, and community building. In the field of education, the application of service-oriented leadership has gradually been valued. The research shows that service-oriented leaders can effectively improve teachers' job satisfaction and professional identity in university management. Service-oriented leaders promote the continuous progress and innovation of teachers in their careers through understanding their professional needs and providing the necessary resources and support. This service-oriented leadership style can stimulate teachers' internal motivation and make them more focused on improving the quality of education and teaching. Service-oriented leadership is not only a management mode, but also a reflection of culture and values. Through service-oriented leadership, colleges and universities can form a people-oriented management culture, which focuses on teamwork and respects personal value, and ultimately helps to improve the management efficiency and education quality of the whole colleges and universities[2].

2.2. Connotation and significance of the craftsman spirit

The craftsman spirit arose from the focus and pursuit of skills, emphasizing the spirit of excellence, meticulousness and innovation. In modern society, the spirit of craftsman is not only limited to the field of handicraft, but also widely used in education, science and technology, art and other fields. Especially in the field of education, the spirit of craftsmanship is regarded as one of the core points of teachers' professional quality. The craftsman spirit of teachers is reflected in their persistent pursuit of education, the extreme requirements for teaching details and their concern for the all-round development of students. Teachers with the same spirit of craftsmanship not only pay attention to the transmission of knowledge, but also pay attention to the cultivation of students' thinking ability, innovation ability and comprehensive quality. The craftsman spirit enables teachers to constantly reflect on and improve their teaching methods in the teaching process, and pursue the best teaching effect. In addition, the cultivation of the craftsman spirit needs a good professional environment. Colleges and universities should create an atmosphere that encourages teachers to constantly improve their professional ability and pursue excellence. Only in such an environment can teachers give full play to the spirit of craftsmanship and transform it into practical teaching results. This will not only help to improve the quality of teaching, but also enhance teachers' professional identity and sense of achievement, so that they can get more satisfaction and happiness in the education career.

2.3. Service-oriented leadership theory and practice in university management

With the continuous development of educational management theory, service-oriented leadership is more and more widely used in university management. The practice of service-oriented leadership in the university management is not only reflected in the personal style of the leaders, but also reflected in the university management system and cultural construction. Through service-oriented leadership, colleges and universities can better promote the professional development and academic achievements of teachers, and then improve the educational quality and social reputation of the whole school. The application of service-oriented leadership in university management is mainly reflected in the following aspects. First, service-oriented leaders listen to teachers' opinions and suggestions to understand their needs and difficulties, so as to make more scientific and reasonable management decisions. Secondly, service-oriented leaders pay attention to teachers' professional development and provide various training and learning opportunities to help teachers constantly improve their teaching and research capabilities. Thirdly, service-oriented leaders establish trusting and respectful working relationships to stimulate teachers' work enthusiasm and creativity, so that they are more devoted and focused in their work. The practical effect of service-oriented leadership in university management is remarkable. Research shows that service-oriented leaders can effectively improve teachers' job satisfaction and professional happiness, reduce teachers' job burnout, and enhance their sense of belonging and identity to the school. This management mode helps to build a positive campus culture and promote the long-term development of colleges and universities.

2.4. Cultivation and development of teachers' craftsman spirit

The cultivation of teachers' craftsman spirit is one of the important tasks of university education management. The cultivation of the craftsman spirit not only depends on the personal efforts of the teachers, but also needs the support of the school and the society. Colleges and universities should create an environment conducive to the development of the craftsman spirit through policy guidance, resource support and cultural construction. First of all, colleges and universities should formulate scientific and reasonable teacher development policies to provide guarantee for teachers' career development. This includes setting up a clear career development path, providing rich training and learning opportunities, and establishing effective incentives. Secondly, colleges and universities should pay attention to the rational allocation of resources to provide necessary support and guarantee for teachers' teaching and scientific research. Thirdly, colleges and universities should create an atmosphere of respecting knowledge, encouraging innovation and pursuing excellence through the construction of campus culture, so as to make the craftsman spirit become a part of the campus culture. The cultivation and development of teachers' craftsman spirit can not only help to improve the quality of teaching, but also promote teachers' professional happiness and sense of achievement. Colleges and universities should provide better support and guidance for the development of teachers through the organic combination of service-oriented leadership and craftsman spirit, so that they can constantly pursue excellence in education and cultivate more excellent talents for the society[3].

3. The Influence of University Service-oriented Leadership on Teachers' Craftsman Spirit

3.1. The effect of service-oriented leadership on teacher burnout

Teacher burnout is a common problem in university management, which is usually caused by excessive work pressure, lack of professional identity and imperfect support system. As an effective management strategy, service-oriented leadership can effectively reduce teachers' job

burnout by caring for teachers' mental health and providing emotional support and resource support. Research shows that service-oriented leaders can significantly improve their job satisfaction and professional happiness by building trust relationships with teachers, listening to and responding to their opinions and needs. This leadership style focuses on providing emotional support and practical resources, thus alleviating the negative emotions of teachers due to work stress and insufficient resources. Service-oriented leaders not only help teachers reduce job burnout, but also reignite their enthusiasm for work[4]. By focusing on teachers' needs and psychological states, this leadership approach creates a supportive environment, enabling teachers to focus more on teaching, and further inspiring their craftsman spirit of pursuing excellence. In such an environment, teachers feel a professional satisfaction and a sense of achievement that make them more willing to invest energy to improve their teaching quality and professional ability.

3.2. Improvement of teachers' professional identity

Teachers' professional identity is their recognition and acceptance of their professional value, which directly affects their work performance and their motivation for sustainable development. Service-oriented leaders can significantly enhance teachers' professional identity in various ways. First of all, service-oriented leaders help teachers realize their importance in education by affirming their contributions and values. Recognition of leaders is one of the important sources of teachers' professional identity. Through regular feedback and recognition, teachers can feel that their efforts and achievements are valued, which enhances their confidence and commitment to education. In addition, service-oriented leaders also further enhance teachers' professional identity by providing growth opportunities and support. Leaders provide teachers with opportunities for training, training and career development, enabling them to continuously improve their professional skills, which not only enhances the confidence of teachers, but also stimulates their enthusiasm for the career. With this support, teachers are more willing to invest time and energy to pursue excellence, and then improve the quality of teaching and their own development. Service-oriented leaders also enhance teachers' professional identity by creating a positive campus culture. Encouraging mutual support and cooperation among teachers to create a working environment of mutual assistance and mutual trust can promote the professional development of teachers[5]. In this cultural atmosphere, teachers can not only feel the support of the team, but also grow in the cooperation, which further enhances their sense of identity with education.

3.3. Promotion of service-oriented leaders to teachers' craftsman spirit

Service-oriented leadership has obvious results in alleviating teachers' job burnout and enhancing their professional identity. More importantly, it can promote the cultivation of teachers' craftsman spirit. By providing sufficient resources and support, service-oriented leaders can motivate teachers to pursue excellence, innovation and excellence in teaching. Service-oriented leaders can constantly explore and improve their teaching content, teaching methods and educational innovation by creating an environment that respects professionalism. The support and encouragement of leaders make teachers more confident in the face of teaching challenges and willing to invest time and energy in experiments and innovation. This support not only helps teachers to improve the quality of teaching, but also promotes their professional skills. Specifically, service-oriented leaders ensure that teachers can fully leverage their professional strengths in teaching by providing necessary resources such as teaching tools, training opportunities, and time schedules. At the same time, leaders help teachers to find and solve problems through active listening and feedback, which further promotes teachers' teaching improvement and innovation. This support enables teachers to constantly pursue excellence and gradually form and consolidate the spirit of craftsmanship. The embodiment of the craftsman spirit lies not only in the teachers' meticulous carving of the teaching content,

but also in their continuous improvement of the teaching methods and their meticulous attention to the development of students. With the support of service-oriented leaders, teachers can focus more on improving the quality of teaching, forming a high degree of enthusiasm and dedication to work[6].

4. Countermeasures and Suggestions for The Integration of University Service-oriented Leaders and Teachers' Craftsman Spirit

4.1. Improve the institutional guarantee system

In the process of implementing service-oriented leadership and cultivating teachers' craftsman spirit, the primary task of colleges and universities is to establish a sound institutional guarantee system. The perfect system can provide a clear framework and direction for the implementation of service-oriented leadership, and provide a good condition and environment for the cultivation of teachers' craftsman spirit. First of all, colleges and universities should clarify the responsibilities and assessment standards of leaders, and include service-oriented leaders into the key content of manager assessment. By formulating clear assessment indicators and reward and punishment mechanism, university administrators can effectively be promoted to actively practice the concept of service-oriented leadership in their daily work. For example, managers need to pay attention to teachers' needs and provide them with needed resources and support, which can make service-oriented leadership the norm in management. In addition, colleges and universities can set up special teacher development centers or similar service agencies responsible for the planning and implementation of teacher career development. Such institutions can help teachers improve their professional skills and professionalism by organizing regular training sessions and seminars. At the same time, these institutions can also provide personalized career development advice and support for teachers, ensuring that they can continuously progress within their professional field. In order to better promote the implementation of service-oriented leadership, colleges and universities should also strengthen the coordination of internal policies to ensure that various management systems are consistent with the concept of service-oriented leadership, and policies should avoid conflicts to avoid obstacles in the implementation, which will hinder the cultivation of teachers' craftsman spirit. Through such policy synergy, schools can create a stable, supportive environment for teachers to focus more on the pursuit of excellence and professional growth[7].

4.2. Campus culture construction

Campus culture has a profound influence on teachers' behavior and attitudes. On the basis of institutional guarantee, colleges and universities should strive to create a cultural atmosphere that is conducive to the integration of service-oriented leadership and craftsman spirit. To this end, universities can adopt various ways to promote the value concept of the craftsman spirit. By holding various theme activities related to the craftsman spirit, such as the craftsman spirit lecture hall and the exhibition of excellent teachers' deeds, the school can deeply embed this concept in the hearts of teachers. These activities not only help to enhance teachers' understanding of the craftsman spirit, but also gradually form a cultural atmosphere of the pursuit of excellence and excellence in the campus, so that more teachers are encouraged to further devote themselves to the exploration of teaching and research[8]. At the same time, the practical actions of leaders play a key role in advocating service-oriented leadership and guiding teachers' behavior. By establishing good communication channels with teachers, university leaders can better understand their needs and difficulties, provide timely corresponding support and help, and have regular face-to-face communication with teachers, which can not only enhance the sense of belonging of teachers, but also improve their professional happiness. The action-oriented care of service-oriented leaders makes it easier for

teachers to feel the support from the management, and then become more confident and invested in their work. In addition, the reward mechanisms also play an important role in shaping the culture. Colleges and universities can set up special awards or honorary titles of craftsman spirit to recognize those teachers who have performed well in teaching and research, which will not only encourage the awarded teachers to continue to pursue excellence, but also set an example for other teachers to constantly innovate and improve themselves in their daily work. Such a commendation system helps to strengthen the campus culture of the craftsman spirit, so that more teachers can naturally form this spirit in the school environment, and integrate it into the teaching and scientific research practice.

4.3. Improve leadership

As the executors of service-oriented leaders, university administrators' leadership directly affects the implementation of service-oriented leadership concept and the cultivation of teachers' craftsman spirit. Therefore, colleges and universities should pay special attention to the cultivation of manager leadership, and help them to better understand and flexibly apply the concept of service-oriented leadership. In order to achieve this goal, colleges and universities can take a series of measures. By regularly organizing managers to participate in special training or seminars for service-oriented leaders, and deeply learning relevant theories and practical methods, managers can consciously apply the principle of service-oriented leadership in their daily management work, so as to serve teachers more effectively and promote the continuous improvement of teaching and scientific research. At the same time, the expansion of managers' vision is also crucial to leadership improvement. Encouraging them to participate in the exchange and learning of education management at home and abroad, and drawing on the successful experience of other universities in management and leadership, can help managers to enrich their own leadership practice while improving their service awareness[7]. This communication helps to broaden their horizons and enhance their ability to meet challenges in different situations, thus more flexibly applying the core ideas of service-oriented leadership. In order to ensure the continuous improvement of leadership, universities should also establish a systematic performance evaluation mechanism. Through regular evaluation and feedback, managers can clearly understand the advantages and disadvantages of their own leadership, and can make targeted improvements according to the feedback. For the problems found, the school can provide special training or guidance to help managers gradually improve their leadership level.

5. Case Analysis of The Integration of Service-oriented Leadership and Craftsman Spirit in University Practice

5.1. Specific application of service-oriented leadership in teaching

The application of service-oriented leadership is not limited to the interaction between teachers and students, but also reflected in the school management's support for teachers. As front-line educators, under the influence of service-oriented leaders, teachers not only need to show their care and support for students in teaching, but also need to obtain sufficient resources and help from the school management. Service-oriented leaders achieve higher teaching quality by providing the necessary support systems to enable teachers to focus more on teaching tasks[8].

In practice, the concept of service-oriented leadership is verified through specific educational cases. As shown in Table 1 below, Taking the study of a university in Hunan as an example, teachers help students find a balance in the study and life by setting personalized learning goals in the teaching process. This student-centered teaching method can stimulate students' inner motivation and improve their learning effect. Teachers make learning programs suitable for

students according to their individual differences, and pay attention to the all-round development of students, which is in sharp contrast to the traditional teaching mode. Traditional teaching mode puts more emphasis on the transmission of knowledge and the leading role of teachers, while service-oriented leaders pay attention to the interaction between teachers and students, and pay attention to the needs and growth of students. This method not only enhances students' learning motivation, but also promotes the formation of teachers' craftsman spirit, because teachers constantly improve their own teaching methods in the process of providing personalized guidance for students[9].

Table 1. The differences between service-oriented leaders and traditional leaders in teaching

leadership patterns	Traditional leadership	Service-oriented leadership
focus	Teacher-centered, with an emphasis on authority and control	Student-centered, focus on support and development
teaching method	Unified teaching standards and requirements	Personalized teaching plan, adjusted according to the needs of students
communication mode	Upper and subordinate one-way communication	Equal dialogue, focus on the interaction between teachers and students
Effectiveness measurement	Based on test scores and hard indicators	Based on the overall development of students and the improvement of teaching quality

A case of a university shows that service-oriented leaders not only help students better adapt to the learning environment, but also improve teachers' professional happiness by stimulating students' potential and self-drive. This interactive mode enables teachers to get closer to the needs of students and feel the realization of their own value in teaching. The core of service-oriented leadership is to provide services, support and guidance, and help teachers constantly improve themselves in teaching, so as to provide students with better educational experience and apply it in modern college education, showing their unique advantages. It not only promotes the benign interaction between teachers and students, but also forms an educational ecosystem of mutual promotion and common development through the management's support for teachers[10].

5.2. The embodiment and influence of teachers' craftsman spirit

The craftsman spirit of teachers is mainly reflected in the attitude of pursuing excellence in teaching and the continuous care for students' long-term development. Service-oriented leaders provide an effective support platform for teachers, so that this spirit can be fully displayed. In the above college cases, teachers not only pay attention to students' academic performance, but also strive to cultivate students' critical thinking and self-learning ability through careful teaching design and personalized guidance. This comprehensive attention and in-depth guidance reflect the teachers' high sense of responsibility for the quality of education and their deep concern for the long-term development of students. The specific performance of the craftsman spirit in teaching is not only limited to the importance of knowledge transfer, but also includes the fine polishing of teaching methods and the profound attention to the growth of students. By constantly improving their teaching design, teachers can flexibly adjust their teaching strategies according to students' individual needs, so as to help students better understand and use what they have learned. At the same time, teachers also pay attention to guiding students to think in the teaching process, and cultivate their independent thinking

ability and critical thinking. This focus is not only designed to improve students' academic performance, but also designed to help them have greater self-directed learning and problem-solving skills in their future study and life. With the support of service-oriented leaders, teachers can give better play to their professional expertise in teaching practice. Leaders create an environment conducive to their growth by providing them with resources, encouraging innovation, and giving them more autonomy. In such an environment, teachers can focus more on improving the quality of teaching and constantly improve the teaching methods, so as to promote the development of students more effectively[11]. The concept of service-oriented leadership encourages teachers to not only satisfied with basic teaching tasks, but also to pursue higher educational quality and results. This spirit of pursuing excellence is at the core of the spirit of craftsmanship[12].

5.3. The interactive effect between service-oriented leaders and teachers' craftsman spirit

Under the framework of service-oriented leadership, the craftsman spirit of teachers can be fully demonstrated, producing a strong interactive effect. Through the continuous polishing and optimization of the teaching content, and combined with the deep understanding of students' needs, teachers can more effectively practice the concept of service-oriented leadership, so as to further promote the all-round development of students. Related studies show that in this educational atmosphere, not only students' academic performance has been significantly improved, but also their social adaptability has been greatly enhanced. This education mode emphasizes that teachers should not only impart knowledge, but also care about the overall growth of students. By paying attention to their personalized needs, they can provide more customized support and guidance, which not only helps students better cope with academic challenges, but also makes them have stronger social adaptability and problem-solving ability. The combination of teacher's craftsman spirit and service-oriented leadership not only brings about the improvement of students' individual growth, but also promotes the improvement of the education quality of the whole university. This interactive effect is first manifested in the improvement of the relationship between teachers and students. Under the guidance of service-oriented leaders, teachers pay more attention to the needs of students, and are no longer limited to traditional knowledge indoctrination, but help them find a balance in study and life through deep interaction with students[13]. Students feel more care and support in this relationship, which not only enhances their motivation to learn, but also improves their self-management ability[14]. With the in-depth development of teachers' craftsman spirit, the quality of education in colleges and universities has been significantly improved, and teachers have shown more innovative consciousness and professional quality in teaching practice, and formed more effective teaching methods and strategies. The construction of this interactive relationship not only has a positive impact on the teacher-student relationship, but also provides a more comprehensive and effective framework for college education. Under this framework, the craftsman spirit of teachers and the practice of service-oriented leadership complement each other, forming a virtuous cycle of mutual promotion. By constantly paying attention to the needs of students, optimizing the teaching content and improving the quality of education, college education has achieved a more balanced and efficient development on the whole, and finally promoted the great progress of education.

6. Conclusion

The integration of college service-oriented leaders and teachers 'craftsman spirit is an important topic in modern education research, and also a key way to improve the quality of college education and teachers' professional happiness. In education management, the core of service-oriented leadership is to pay attention to the needs of teachers and the development of

teachers, and strive to create a working environment full of support and encouragement, so as to stimulate the potential and work enthusiasm of teachers. On the other hand, the craftsman spirit of teachers reflects a professional attitude of pursuing excellence and excellence, which is not only crucial to improving the quality of teaching, but also affects the all-round development and growth of students to a large extent. By discussing the integration of service-oriented leadership and teachers' craftsman spirit, it can be found that they complement each other in practical application, forming a virtuous cycle of mutual promotion. The essence of service-oriented leadership lies in "service rather than management". This concept gives teachers more autonomy and space to create, so that they are able to give full play to their professional advantages and constantly pursue excellence in teaching. Leaders care about the needs of teachers and provide necessary support and resources, so that teachers can feel trust and encouragement in teaching, and then they can innovate and improve teaching methods more confidently. This supportive working environment provides fertile soil for the craftsman spirit of teachers, enabling them to focus on continuously improving the quality of teaching while pursuing personal career advancement. The craftsman spirit of teachers is not only reflected in the fine polishing of the teaching content and methods, but also in the profound concern for the long-term development of students. Teachers pay attention to every detail in daily teaching, strive to do the best of every class, and strive to create high-quality educational experience for students. This spirit of excellence enables teachers to constantly reflect on and improve their teaching, and devote themselves to providing students with higher quality learning content and education services, so as to help students to achieve more comprehensive development. In this process, service-oriented leaders actively promote the cultivation and deepening of teachers' craftsman spirit by actively creating a healthy campus culture, providing sufficient resource support, and setting up an effective incentive mechanism.

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