MODEL FOR DEVELOPING COMMUNICATION LEADERSHIP OF ADMINISTRATORS IN PUBLIC UNIVERSITIES IN GUANGXI

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ABSTRACT

The objectives of this research were: 1) To study the level of communication leadership of administrators in public universities in Guangxi. 2) To develop the model for developing communication leadership of administrators in public universities in Guangxi. 3) To evaluate the suitability and feasibility of model for developing communication leadership of administrators in public universities in Guangxi. The sample group consisted of 297 administrators from 7 public universities in Guangxi. Research instruments included: 1) questionnaire, 2) structured interview, and 3) evaluation form, data analysis by using percentage, mean, standard deviation and content analysis. The results were found that: 1) The current situation of the communication leadership of administrators in public universities in five aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was individual consideration, followed by vision communication, listening and feedback was the lowest mean. 2) The model for developing communication leadership of administrators in public universities in Guangxi in 5 aspects, which contain 35 measures. There are 7 measures for promoting inspirational motivation, 7 measures for enhancing vision communication, 6 measures for enhancing individual consideration, 8 measures for developing listening and feedback, 7 measures for increasing participative decision making. 3) The suitability and feasibility evaluation results of the models are at highest level.

1. INTRODUCTION

Scholarship in leadership studies identifies communication leadership as a unique set of competencies—leaders' ability to develop and share vision, construct meaning, actively listen, and foster dialogue across boundaries—and links these behaviors to improved staff cohesion and organizational outcomes (Johansson, Miller, & Hamrin, 2014). Specifically, in higher education, effective leadership is manifested through behaviors such as clarifying direction, fostering participation, facilitating dialogue with colleagues, and managing external relationships—all of which are inherently communication-related (Bryman, 2007; Middlehurst & Elton, 1992). Therefore, universities need managers who can coordinate, communicate, and enable shared agency, rather than just managing hierarchical structures.

At the university level, effective leadership has always been associated with developing and communicating a clear strategic direction; engaging colleagues in decision-making; reconciling academic values with administrative mandates; and representing the institution to external audiences (Bryman, 2007; Middlehurst, 1999).

Guangxi is home to 12 ethnic minorities, 8 of which are cross-border communities. Mandarin, Cantonese, and Zhuang coexist with English, Vietnamese, and Thai in campus discourse, creating a highly diverse communication ecosystem. The existing leadership framework, primarily Han-centered and monolingual, is culturally incongruous. Following the implementation of the "Industry-University-Research-Application" reform in 2019, Guangxi universities implemented a dual accountability system: Party committee leadership and academic committee governance. Managers must simultaneously communicate upwards to the Party committee secretary and downwards to the departmental committee, creating unique role conflicts and ambiguities. These institutions operate under dual legal systems, requiring complex communication leadership to reconcile differing administrative cultures.

In general ,this study is significant because communication leadership has become a crucial factor in the effectiveness of higher education management, particularly for public universities in Guangxi, which face the dual pressures of global competitiveness and local development. To align universities with international educational standards while serving China's regional development strategy, administrators must possess advanced communication leadership skills to connect diverse stakeholders, foster innovation, and guide institutional transformation.

2. METHOD

2.1 Research Questions

(1) What is the level of communication leadership of administrators in public universities in Guangxi?
(2) What are the model for developing communication leadership of administrators in public universities in Guangxi?
(3) Are the model for developing communication leadership of administrators in public universities in Guangxi suitable and feasible?

2.2 Research Objective

(1) To study the level of communication leadership of administrators in public universities in Guangxi.
(2) To develop the model for developing communication leadership of administrators in public universities in Guangxi.
(3) To evaluate the suitability and feasibility of model for developing communication leadership of administrators in public universities in Guangxi.

2.3 Scope of the Research

(1) Population: The population of this research consisted of 297 1250 administrators from 7 public normal universities in Guangxi, such as Guangxi Normal University, Nanning Normal University, Yulin Normal University, Guangxi Minzu Normal University, Guangxi Science & Technology Normal University, Guangxi Vocational Normal University, Guilin Normal University.
(2) Sample Group: According to Krejcie and Morgan sampling table (1970), the sample group of this research consisted of 297 administrators from 7 public normal universities in Guangxi. By using stratified random sampling and simple random sampling.
(3) The interviewee in this research is 10 high-level administrators in public normal universities in Guangxi. The qualifications of interviewee are as follows: 1) at least 5 years of work experience in high-level administrator in public normal universities, 2) have extensive experience in communication leadership, 3) graduated with master's degree or above.
(4) The experts for evaluating the suitability and feasibility of model is 9 experts from public normal universities in Guangxi. The qualifications of the experts are as follows: 1) at least 10 years of work experience in high-level administrator in public normal universities, 2) have extensive experience in

communication leadership, 3) graduated with doctor's degree or above, 4) academic title is associate professor or above.

2.4 Research Variables

The variables in this research are the inspirational motivation, vision communication, individual consideration, listening and feedback, and participative decision making.

2.5 Research Instruments

Research instruments included 1) a questionnaire, 2) a structured interview, and 3) an evaluation form.
(1) Questionnaire
The questionnaire was the instrument to collect the data for objective one, the criteria for data interpretation based on a five-point Likert's (1932) scale. Five experts examined the index of objective congruence (IOC) of the questionnaire. The index of objective congruence (IOC) was 0.96 to 1.00. Cronbach's Alpha Coefficient obtained the reliability of the questionnaire, which was 0.96. The questionnaire was applied to 297 administrators in 7 public normal universities in Guangxi.
(2) Structured Interview
A structured interview was used to collect the data for objective one. Invite 10 high-level administrators from 7 public normal universities in Guangxi to conduct interviews. To make the content of the interview outline more meaningful and comprehensive, the structured interview was based on a questionnaire survey; each system had two outlines. The lowest scores in the questionnaire were for each system's first interview outline, with the opinions and suggestions on the system development guidelines as the second outline.
(3) Evaluation Form
The evaluation form was the instrument to collect the data for objective three to evaluate the suitability and feasibility of the model for developing

communication leadership of administrators in public universities in Guangxi. The researcher invited 9 experts to evaluate it; the invited experts have specific experience and rich theories in communication leadership. The data interpretation for average value is based on Likert (1932).

3. DATA COLLECTION

The researcher distributed the questionnaire to 297 administrators. A total of 297 questionnaires can be returned, accounting for 100%. The interview time for each leader was about 36 minutes, and the researchers had a detailed exchange with leaders on the current situation, influencing factors, and development measures of communication leadership in universities in Guangxi. Following the model for the preparation of experts to assess the share of the card, held an expert seminar, sent to experts online for discussion, scored item by item, collected expert evaluation forms, and analyzed the data.

4. DATA ANALYSIS

In this research, the researcher analyzed the data by package program as follows:
The questionnaire was analyzed by average value and standard deviation.
The structured interview was analyzed by content analysis.
The evaluation of the suitability and feasibility of model for developing communication leadership of administrators in public universities in Guangxi was analyzed by average value and standard deviation.

5. RESULTS

The researcher analyzed the data in 3 parts as follows:
Part 1: The analysis results about the current situation of communication leadership of administrators in public universities in Guangxi. Presented the data in the form of average value and standard deviation.

Table 1: Mean and standard deviation of the level of communication leadership of administrators in five aspects. (N = 297)

	Communication leadership of administrators in public universities in Guangxi	$\overline{X}$	S.D.	Level	Order
1	Inspirational motivation	3.47	0.90	medium	3
2	Vision communication	3.51	0.87	high	2
3	Individual consideration	3.65	0.91	high	1
4	Listening and feedback	3.05	0.94	medium	5
5	Participatory decision making	3.11	0.97	medium	4
	Total	3.36	0.92	medium	

According to table 1, found that the level of communication leadership of administrators in public universities in Guangxi in five aspects was at a medium level ($\overline{X}$ = 3.36). Considering the results of

this research aspects ranged from the highest to the lowest mean were as follows: the highest mean was individual consideration ($\overline{X}$ = 3.65), followed by

vision communication ($\overline{X}$ = 3.51), listening and feedback was the lowest mean ($\overline{X}$ = 3.05).

Part 2: The analysis results of the interview contents

about the model for developing communication leadership of administrators in public universities in Guangxi. The researcher provided the model in five aspects, which contain 35 measures, as shown in Figure 1.
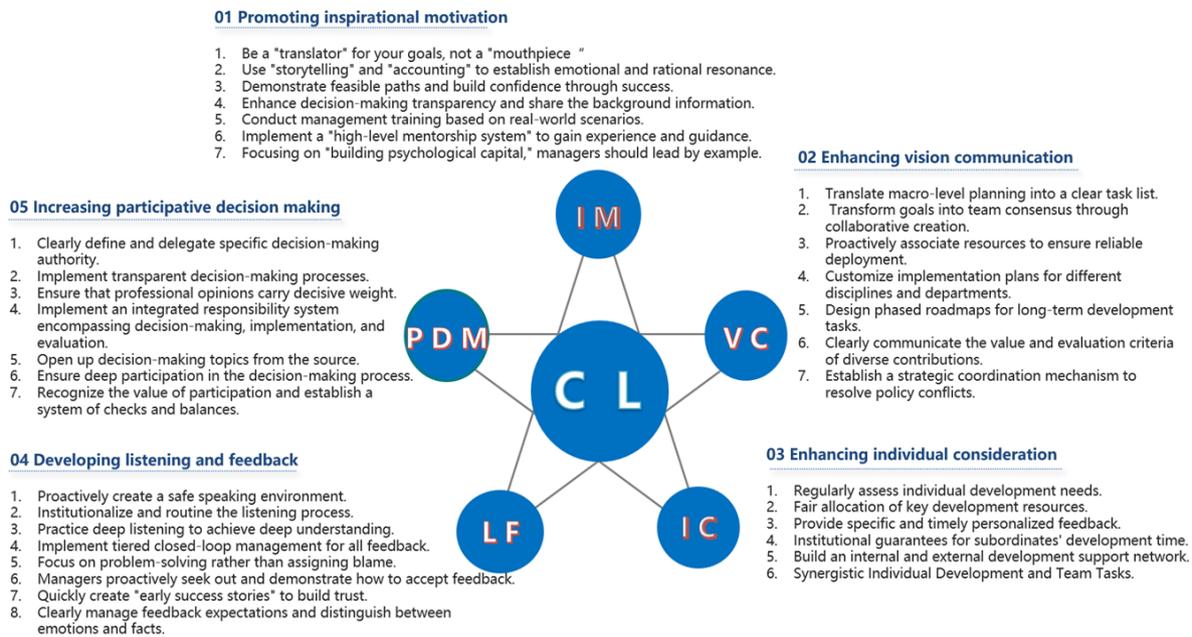
01 Promoting inspirational motivation

1. Be a "translator" for your goals, not a "mouthpiece"
2. Use "storytelling" and "accounting" to establish emotional and rational resonance.
3. Demonstrate feasible paths and build confidence through success.
4. Enhance decision-making transparency and share the background information.
5. Conduct management training based on real-world scenarios.
6. Implement a "high-level mentorship system" to gain experience and guidance.
7. Focusing on "building psychological capital," managers should lead by example.

02 Enhancing vision communication

1. Translate macro-level planning into a clear task list.
2. Transform goals into team consensus through collaborative creation.
3. Proactively associate resources to ensure reliable deployment.
4. Customize implementation plans for different disciplines and departments.
5. Design phased roadmaps for long-term development tasks.
6. Clearly communicate the value and evaluation criteria of diverse contributions.
7. Establish a strategic coordination mechanism to resolve policy conflicts.

05 Increasing participative decision making

1. Clearly define and delegate specific decision-making authority.
2. Implement transparent decision-making processes.
3. Ensure that professional opinions carry decisive weight.
4. Implement an integrated responsibility system encompassing decision-making, implementation, and evaluation.
5. Open up decision-making topics from the source.
6. Ensure deep participation in the decision-making process.
7. Recognize the value of participation and establish a system of checks and balances.

03 Enhancing individual consideration

1. Regularly assess individual development needs.
2. Fair allocation of key development resources.
3. Provide specific and timely personalized feedback.
4. Institutional guarantees for subordinates' development time.
5. Build an internal and external development support network.
6. Synergistic Individual Development and Team Tasks.

04 Developing listening and feedback

1. Proactively create a safe speaking environment.
2. Institutionalize and routine the listening process.
3. Practice deep listening to achieve deep understanding.
4. Implement tiered closed-loop management for all feedback.
5. Focus on problem-solving rather than assigning blame.
6. Managers proactively seek out and demonstrate how to accept feedback.
7. Quickly create "early success stories" to build trust.
8. Clearly manage feedback expectations and distinguish between emotions and facts.

Figure 1: Model for developing communication leadership of administrators in public universities in Guangxi.

Part 3: The analysis results of the evaluation of the suitability and feasibility of the model for developing communication leadership of administrators in public universities in Guangxi. I presented the data in the form of average value and standard.

Table 2: Mean and standard deviation of the suitability and feasibility of model for developing communication leadership of administrators in public universities in Guangxi. (n = 9)

Model for developing communication leadership of administrators in public universities in Guangxi	Suitability			Feasibility		
	$\overline{X}$	S.D.	Level	$\overline{X}$	S.D.	Level
1 Promoting inspirational motivation	4.65	0.46	highest	4.71	0.46	highest
2 Enhancing vision communication	4.67	0.46	highest	4.70	0.47	highest
3 Enhancing individual consideration	4.65	0.49	highest	4.63	0.49	highest
4 Developing listening and feedback	4.71	0.44	highest	4.67	0.43	highest
5 Increasing participative decision making	4.75	0.43	highest	4.73	0.46	highest
Total	4.69	0.46	highest	4.69	0.46	highest

According to Table 2, found that the suitability and feasibility of model for developing communication leadership of administrators in public universities in Guangxi were at the highest level with values between 4.5 and 5.00, which means model for developing communication leadership of administrators is suitability and feasibility.

6. CONCLUSION

Part 1: The level of communication leadership of administrators in five aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest level were as follow: the highest mean was individual

consideration, followed by vision communication, inspirational motivation and participatory decision making, the lowest mean was listening and feedback.

Part 2: The model for developing communication leadership for administrators in public universities in Guangxi from 5 aspects, which contain 35 measures. There were 7 measures for promoting inspirational motivation, 7 measures for enhancing vision communication, 6 measures for enhancing individual consideration, 8 measures for developing listening and feedback, and 7 measures for increasing participative decision making.

Part 3: The suitability and feasibility of model for developing communication leadership of administrators

in public universities in Guangxi, the suitability of model is the highest level, the overall standard devation is small, and the mean deviation is small. Combined with the work to be caried out in this study, the ranking from high to low levelis as follows: the highest mean is "Increasing participative decision making", followed by "Developing listening and feedback", and the lowest mean is "Promoting inspirational motivation"and "Enhancing individual consideration".

The feasibility of model is the highest level, the overall standard devation is small, and the mean deviation is small. Combined with the work to be caried out in this study, the ranking from high to low levelis as follows: the highest mean is "Increasing participative decision making", followed by "Promoting inspirational motivation", and the lowest mean is "Enhancing individual consideration".

7. DISCUSSION

The research in model for developing communication leadership for administrators in public universities in Guangxi. The researcher summarizes the discussion into three parts, details as follows:

Part 1: The level of communication leadership for administrators in public universities in Guangxi.

The results of this study indicate that the level of communication leadership of administrators in public universities in Guangxi was at a medium level. According to the research results, the levels of the five variables ranged from the highest to the lowest were as follows: individual consideration, vision communication, inspirational motivation, participatory decision making, and listening and feedback.

Inspirational motivation was at a medium level. This is because administrators in public universities in Guangxi demonstrate a certain level of basic competence, clearly articulating an inspiring vision that fosters optimism about the university's future. However, current results indicate room for improvement: these administrators could further strengthen their ability to translate abstract strategic objectives into tangible personal benefits and professional development opportunities for individual faculty members. This includes not only communicating high standards and expectations but also demonstrating feasible pathways to align institutional goals with individual professional development. In essence, while administrators in public universities in Guangxi possess basic abilities in vision articulation and collective goal creation, their continuous efforts to coordinate institutional and individual goals, improve the transparency of

the goal-setting process, and demonstrate feasible paths to success are crucial for maintaining high performance and organizational excellence. Gomes (2014) suggested that leaders should provide meaning and challenge to motivate and inspire their employees' work, fostering team spirit, enthusiasm, and optimism among followers by engaging them in a positive vision of the future and conveying high expectations.

Vision communication was at a high level. This is because administrators in public universities in Guangxi demonstrate a strong ability to adapt their explanation of the vision to suit different audiences and situations (such as faculty meetings and one-on-one discussions). They effectively link the organization's vision to its core values and long-term strategic goals, translating abstract strategic objectives into concrete and understandable goals for our team. However, there is also a recognized area for improvement: these administrators could further strengthen their ability to clearly describe a desirable and attainable future for our department or university from the outset. This includes not only communicating the vision itself but also proactively associate resources to ensure reliable deployment and clearly defining available support and existing limitations. Moreover, administrators in public universities in Guangxi increasingly need to translate goals into team consensus through collaborative creation rather than top-down directives.Furthermore, these administrators need to focus on customize implementation plans for different disciplines and departments, reject a "one-size-fits-all" approach. Kouzes & Posner (2017) proposed that inspiring a shared vision is a leadership behavior in which leaders imagine a desirable future and communicate this vision in a way that garner commitment and meaning from others.

Individual consideration was at a high level. This is because administrators in public universities in Guangxi have developed a refined capacity to provide feedback that addresses individual circumstances, reflecting their adaptation to the personalized demands of academic talent management in China's current higher education system. This emphasis on personalized interaction is consistent with the professional culture of normal universities, whose teacher education tradition values mentoring relationships and personalized guidance. However, the observed strength in feedback provision does not automatically translate into sustained developmental support. Administrators may be constrained by structural factors, making it difficult to move beyond immediate performance feedback and provide

comprehensive career mentorship. These tensions indicate that, in this context, individual consideration plays more of a relational bridge in maintaining engagement and morale than a systematic pathway for long-term professional growth. Related to Avolio, Waldman, & Yammarino (1991) suggested that individualized consideration involves leaders listening to employees' concerns and acting as mentors; this formulation emphasizes developmental intent; however, the expression of individualized consideration may vary depending on contextual factors.

Listening and feedback was at a medium level. This is because administrators in public universities in Guangxi have established basic mechanisms for receiving faculty input, creating environments where faculty members feel reasonably safe to express opinions without fear of negative consequences. However, this apparent openness does not fully translate into effective feedback loops that drive organizational improvement. The practice of deep listening to achieve genuine understanding may be constrained by time pressures and the dual accountability demands of upward reporting to Party committees and downward management of departmental operations. Addressing these limitations would require attention to creating genuinely safe speaking environments, implementing tiered closed-loop management for all feedback, and demonstrating visible responsiveness to input received, though such transformations depend on cultural shifts that extend beyond individual communication skills. Related to Hackman & Johnson (2013) proposed that leaders must listen not only to the words of their followers but also to the emotions and contextual nuances they convey, and that this active listening is the most powerful trust-building behavior a leader can employ.

Participative decision making was at a medium level. This is because administrators in public universities in Guangxi have established formal structures for involving team members in decision-making processes, particularly in seeking diverse opinions and incorporating the input and suggestions of stakeholders into the final decision. However, this procedural inclusion has not fully translated into substantive empowerment that fosters genuine psychological autonomy. The delegation of specific decision-making authority, while formally articulated in policy documents, often struggles against hierarchical traditions that reserve strategic decisions for positional elites. These tensions suggest that participative decision making in this context functions more as a mechanism for securing procedural legitimacy and reducing implementation resistance than as a catalyst for collaborative innovation and intrinsic motivation. As Somech (2005) suggested that participative decision making encompasses mechanisms through which teachers share authority over policy and classroom decision-making, either formally or informally, influencing teacher empowerment and school effectiveness.

Part 2: Model for developing communication leadership for administrators in public universities in Guangxi.

The researcher provided the model for developing communication leadership of administrators in public universities in Guangxi in 5 aspects, which contain 35 measures.

Promoting inspirational motivation consisted of seven measures. This study proposes that administrators should: 1) be a "translator" for your goals, not a "mouthpiece"; 2) use "storytelling" and "accounting" to establish emotional and rational resonance; (3) demonstrate feasible paths and build confidence through success; 4) enhance decision-making transparency and share the background information; 5) conduct management training based on real-world scenarios; 6) implement a "high-level mentorship system" to gain experience and guidance; and 7) focusing on "building psychological capital," managers should lead by example. This is because translating macro-level planning into professional opportunities and personal benefits helps teachers internalize organizational goals as personal aspirations. In Guangxi's public normal universities, when administrators explain how competitive pressures affect institutional goals, teachers are more likely to connect their daily work with the long-term vision. In an environment of increasing accountability, managers must demonstrate resilience and proactively identify small success signals to disseminate within teams, cultivating collective confidence and supporting sustained efforts toward long-term goals. Hughes (2014) proposed that inspirational motivation requires optimism about the future and articulating compelling visions, expressing confidence in achieving goals.

Enhancing vision communication consisted of seven measures. This study proposes that administrators should: 1) translate macro-level planning into a clear task list; 2) transform goals into team consensus through collaborative creation; 3) proactively associate resources to ensure reliable deployment; 4) customize implementation plans for different disciplines and departments; 5) design phased roadmaps for long-term development tasks;

6) clearly communicate the value and evaluation criteria of diverse contributions; and 7) establish a strategic coordination mechanism to resolve policy conflicts. This is because effective vision communication requires reducing ambiguity through concrete operationalization, fostering ownership through participatory processes, and building credibility through resource transparency. Translating macro-level planning into specific tasks with clear accountability makes vision accessible for faculty members who operate under competing time pressures. In public normal universities in Guangxi, administrators navigate dual accountability systems that generate role ambiguity; concrete operational cues reduce uncertainty and enable coordinated action. Strategic coordination protects operational units from policy incoherence. Related to Weick (1995) proposed that sensemaking involves the extraction of cues from ambiguous environments through which organizational members construct meaning and coordinate action.

Enhancing individual consideration consisted of six measures. This study proposes that administrators should: 1) regularly assess individual development needs; 2) fair allocation of key development resources; 3) provide specific and timely personalized feedback; 4) institutional guarantees for subordinates' development time; 5) build an internal and external development support network; and 6) synergistic individual development and team tasks. This is because effective individual consideration requires systematic attention to personal aspirations, equitable resource distribution, and protected time for professional growth. Regularly assessing individual development needs treats faculty members as individuals with unique career trajectories rather than interchangeable organizational units. In public normal universities in Guangxi, where administrative duties often overwhelm personalized engagement, structured needs assessment creates foundation for targeted support. Related to Avolio, Waldman, & Yammarino (1991) described individualized consideration as involving leaders providing individualized support, paying attention to followers' needs, and acting as coaches or mentors. Such individualized attention has been found in subsequent research to foster trust and strengthen employees' organizational identification.

Developing listening and feedback consisted of eight measures. This study proposes that administrators should: 1) proactively create a safe speaking environment; 2) institutionalize and routine the listening process; 3) practice deep listening to achieve deep understanding; 4) implement tiered closed-loop management for all feedback; 5) focus on problem-solving rather than assigning blame; 6) managers proactively seek out and demonstrate how to accept feedback; 7) quickly create "early success stories" to build trust; and 8) clearly manage feedback expectations and distinguish between emotions and facts. This is because effective listening and feedback requires psychological safety, systematic processes, and visible responsiveness to create sustainable two-way communication. Proactively creating a safe speaking environment overcomes hierarchical barriers that suppress critical upward communication. In public normal universities in Guangxi, where power distance and fear of negative consequences inhibit voice, explicit commitment to protecting speakers and modeling vulnerability establishes foundational trust. Related to Hackman & Johnson (2013) emphasized that effective leaders engage in active listening, attending to both the content and emotional dimensions of messages. Such listening behaviors contribute to trust development and foster openness in leader–follower relationships.

Increasing participative decision making consisted of seven measures. This study proposes that administrators should: 1) clearly define and delegate specific decision-making authority; 2) implement transparent decision-making processes; 3) ensure that professional opinions carry decisive weight; 4) implement an integrated responsibility system encompassing decision-making, implementation, and evaluation; 5) open up decision-making topics from the source; 6) ensure deep participation in the decision-making process; and 7) recognize the value of participation and establish a system of checks and balances.

This is because effective participative decision making requires genuine power sharing, procedural transparency, and substantive influence to enhance commitment and decision quality. Clearly defining and delegating specific decision-making authority establishes genuine autonomy rather than consultative illusion. In public normal universities in Guangxi, where hierarchical traditions reserve strategic decisions for positional elites, explicit authorization lists and non-interference commitments demonstrate respect for professional judgment. Robbins & Judge (2019) proposed that when employees are genuinely involved, benefits such as higher decision quality, buy-in, and morale result. Authentic participation that influences outcomes strengthens psychological ownership and reduces resistance to implementation.

Part 3: The suitability and feasibility of model for

developing communication leadership for administrators in public universities in Guangxi.

The purposed of evaluate the suitability and feasibility of developing communication leadership for administrators in public normal universities in Guangxi, the researcher invited 9 experts to conduct an evaluation. The evaluation results showed that the suitability and feasibility of the five aspects of the communication leadership development model among experts were at the highest level, with values ranging from 4.50 ~ 5.00, indicating that the communication leadership development model for administrators in public normal universities in Guangxi is suitable and feasible,with overall mean scores indicating comprehensive validation of the 35 measures comprising the five-dimensional model. This confirms that the model's theoretical design aligns closely with practical operational conditions in this specific context, reducing the implementation gap that often characterizes leadership development interventions.

This is because communication leadership has been widely recognized as essential for organizational effectiveness in higher education, particularly in contexts characterized by complexity, diversity, and rapid change. The model's emphasis on dialogue, participation, and meaning-making addresses core challenges facing middle-level administrators who must navigate dual accountability structures and coordinate multiple stakeholder interests. Increasing participative decision making achieved the highest scores in both suitability and feasibility, reflecting urgent demand for governance reform in dual accountability systems where hierarchical traditions have historically restricted genuine power sharing. Developing listening and feedback scored highly in suitability with perfect feasibility for tiered closed-loop management, though creating safe speaking environments proved relatively more challenging, indicating persistent cultural barriers to upward communication. Enhancing vision communication and enhancing individual consideration demonstrated balanced performance with minor variations, while promoting inspirational motivation exhibited the widest internal range, with psychological capital building rated highest but management training feasibility relatively lower, signaling resource limitations for sustained professional development. Related to Johansson, Miller, & Hamrin (2014) who conceptualized communication leadership as a framework for analyzing leaders' communication competence through daily practices that shape meaning, build

relationships, and foster engagement. Their identification of fourteen dimensions involving employees in dialogue, encouraging participation, and being open and accessible, among other relational and meaning-centered behaviors provides theoretical grounding for the model's comprehensive design.

8. RECOMMENDATION

8.1 In terms of promoting inspirational motivation. Administrators in public universities in Guangxi should strengthen their ability to translate institutional strategies into vivid and emotionally resonant narratives. They should not only communicate policy objectives but also explain how these objectives relate to faculty members' professional growth and long-term development. By enhancing decision-making transparency, sharing background information about reform pressures and opportunities, and demonstrating feasible development pathways, administrators can build confidence and optimism.

8.2 In terms of enhancing vision communication. Administrators in public universities in Guangxi should strengthen their ability to clarify long-term development blueprints and make them concrete and achievable. They should translate macro strategic planning into phased roadmaps, decompose strategic objectives into task lists with clear responsible parties and timelines, and ensure resource transparency. Administrators should also encourage collaborative goal-setting processes rather than relying solely on top-down communication, using visualization tools to guide teams in collectively decomposing strategies.

8.3 In terms of enhancing individual consideration. Administrators in public universities in Guangxi should regularly assess individual development needs through one-on-one conversations and establish institutional guarantees for professional growth time and opportunities. They should ensure fair allocation of development resources through transparent mechanisms, provide timely and specific personalized feedback based on concrete behaviors, and build internal and external support networks connecting subordinates with senior mentors.

8.4 In terms of developing listening and feedback. Administrators in public universities in Guangxi should institutionalize structured listening mechanisms, including regular dialogue platforms, mandatory feedback fields in periodic reports, post-milestone listening meetings, and tiered closed-loop management systems. They should practice deep listening by restating viewpoints and confirming

feelings, distinguish between emotions and factual issues, and focus on problem-solving rather than blame assignment. Creating a psychologically safe speaking environment through public commitment to protect critics and modeling vulnerability is essential.

8.5 In terms of increasing participative decision making. Administrators in public universities in Guangxi should clearly define and delegate specific decision-making authority through published authorization lists, implement transparent decision-making procedures with a three-step approach of solicitation, public announcement and explanation, and ensure that professional opinions carry decisive weight in specialized domains through anonymous expert panel voting.

9. FUTURE RESEARCH

1. In this research, 7 public normal universities in Guangxi as samples to conduct a questionnaire survey on the communication leadership status of administrators in Guangxi universities. The amount of micro-data collection is small and does not involve other types of universities, so it is impossible to fully understand the overall status quo of communication leadership of administrators in Guangxi universities. Therefore, in future research, the scope of research can be expanded to conduct more detailed research on different types and levels of universities.

2. Based on the former study, researchers analyzed five key variables that improve the effectiveness of communication leadership of administrators in public universities. Future studies can continue to explore more variables of communication leadership of administrators in universities on the basis of other theories, such as digital communication competence, cross-cultural communication skills.

3. From the perspective of faculty members, this study mainly adopted literature analysis, questionnaire surveys, and structured interviews. Although these methods provided valuable data, future research can adopt diversified methodologies to enhance empirical rigor.

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