

Influencing Factors of Female Managers' Leadership in Vocational Education and Training

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Abstract. With the changing development of today's societies, leadership and management issues are gaining more and more attention. Especially in the management structure, gender is unequally distributed, while women are less frequently represented in management positions and are less represented in management positions. Gender theory states that women are in the main position on an equal footing with men in social development and promote a development-promoting view of women, which corresponds to the focus pursued here. From this perspective, we examine the potential for women in vocational education to promote good professional careers by putting forward the factors influencing the leadership of executives in vocational education and strategies for promoting strategies against it. Not only theoretical research is of immense interest for practice.

1. Introduction

Line theory is used as a starting point. Research with leadership qualities is successful. A) look at the development of managers in vocational training from a social perspective. In the leadership seminar, gender aspects are taken into account, and efforts are made to create a management environment for harmonious gender development, which includes the systematic consideration of the gender perspective. A theoretical model of the question which factors influence leadership competence and influencing factors in education was developed, in connection with the development of measurements in practice. Based on the theory of leadership and a gender perspective that expands research.

Promote the potential of managers and specialists and managers in vocational training for the advancement of women's equality. We should be aware that the educational function and cultural status of vocational training reflect a degree of gender progression. Currently, women are underrepresented in management and there are structural disruptions in the representation of women.[1] Given, full of professional training training in the course manager, from career at, a women., From gender theory, the chinese society's realities research and development activities is the main consideration of the fundamental meaning.

Contribute to the career advancement of executives. Analyzing the critical factors in the leadership of VET executives and employees, analyzing specific advancement strategies, and identifying areas of influence on career development. To more precisely grasp women's strengths and learn progress to promote

leadership improvement and responsible professional development.[2]

2. Methodology

Libraries of remodel, books of the, to networks resources of women leadership professional training training in manager different concepts, and leadership, gender, the theory, the how. Will read and competent literature, and lets.

3. Discussion

3.1. Concept of leadership

In Chinese, leadership is a little more familiar; the word "leadership" is relatively scientific and is translated from English. It is a comparison between leadership and leadership: in the sense of leadership, "leadership" is understood simply as a process or behaviours, and "leadership" can be understood as a leadership ability or system that is used to achieve this process or to adopt it performance is able. The complexity and dynamics of leadership activities are described as follows: lead (L) = f (leadership, follower, situation, leadership goal). One can view leadership in application as a dynamic management process, while leadership is an emphasis on quality.

Different researchers see leadership quality differently than the other. As noted by the study in Fleishman [3], by the time a study on leadership and leadership was published, over 60 A's had been recorded. To this day, however, the definition of leadership is difficult to arrive at an exact and coherent result.

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Foreign scholar James Kuze argues that leadership is a method by which managers achieve their members' goals and enable them to excel in the process[4]. Harold Stuhl argues that leadership is an art that compels members to spontaneously push towards a common goal[5]. John Maxwell defined leadership as the ability to influence others and win over their followers[6]. William Joyce argues that leadership is based on the ability to influence and understand the characteristics of everyone. Warren Bennis, Better Nanes, mentions that leadership is the key to the success of an entire organization and the motivation for leading its members[7].

It is evident that scholars at home and abroad regard leadership as an important aspect of leadership aimed at achieving organizational goals through leadership influence[8]. This type of leadership implies the use of intangible power, the ability to influence her followers through the charm of her personality. Influence must be twofold and leadership can arise at will, which is why contextual changes cannot be treated in isolation.

Kelly seeks the situation regarding the differences between leadership and management in university situations: The work of managers consists primarily of developing a plan, organizing, setting up who one is to solve the problems control and solve; The job of leaders is to create vision, set direction, inspire, inspire and inspire people[9]. Leaders often face changes that require complex problems; For managers, everything is different than perfect information and coordination. Leadership is an influence associated with voluntary succession, while management has an overt obedience to authority.

Yuan Yong argues from the perspective of education management and leadership, the former being about order, the latter about change[10]. On the question of quality, the educational leaders need to have the skills and knowledge they need to lead, while the educational leaders need greater competence and competence.

Thus, there are both connections and differences between leadership and management. It is similar with the influential activities aimed at achieving the goals of the organization. The difference is that you make others worry about him. The leadership in developing a feel for macroeconomic targets; Managers must coordinate the resources available in the organization, implement plans, distribute tasks, take control and solve problems. In current dealings, we often encounter complex situations dealing with perfect information, order and discipline. During this process, control of the authority conferred on him by the statutory mandate of the administrator runs smoothly. In the eyes of executives, leadership lies in their position, standing between boss and boss. So here it is assumed that managers have both a function and a great deal of power.

3.2. The composition of leadership

The foreign scholars James Kuze and Barnes Posner have found through surveys that there are five types of behaviours that leaders should behave. The results date

back 20 years. For Bayne, leadership was primarily about intelligence, emotional intelligence, expressiveness, ethics and a cultural context[11].

Inner country scholar Yong Yun defines leadership as the ability to communicate, motivate and influence leadership[12]. Peng Gang acknowledged that leadership power is vital to leadership skills, as control and influence are in the nature of things[13]. Yang Dendra has integrated the inner logic into a six-dimensional model of leadership: the ability to change, the ability to adapt to change is the ability to learn, great thinking is determination, integrating resources as organizational strength, teams as teachers to train, performance as a performance engine and attractiveness as empathy[14].

3.3. Influencing factors of leadership

There are two types of influence: influence in power, strongly enforced; Non-authoritarian influence shows up as a characteristic of a leader without being automatically linked to authority. Most scholars are for influence without power.

Studies on organizations found that funk funk does not make this clear on the support provided by social organizations in companies and the organizational adjustments. As special social organisations, leadership factors in vocational training can be traced back to the school culture, the communication between teachers and employees and the organizational structure. As part of the Von Cirgonen study, the view was taken that school culture and good interaction between all teacher teachers and other teachers are important for the operation and development of the school[15]. At the center of the development of moral values is always the education of teachers and students, including teachers and students.

From the perspective of female leaders, the influence stems mainly from family and social factors. In a study, Li Miao [16] comes to the conclusion that female leaders in particular often have to take on more responsibility for their families. Therefore, work-life balance and family support are important roles for women leaders. Huang Jinghan on was too[17]. As MouSheng division her women, female managers career development as, there is profession jurisdiction leberhaken ready an inequality, and in the for on and the continuous, and that we have problems with multiple role conflicts in here and there.

This literature shows that leadership quality is primarily expressed in leadership qualities, professional aptitude, leadership potential and leadership position. Second, corporate governance distinguishes school as the back special educational institutions, carry[18]. Adopting YuRen, it's not universal. The, Or company and the copy copy, hard pulling the social theory and not to as theory. The training problem also affects the management of professional training; here, leaders are the primary target for advanced intellectuals such as teachers and students. The concrete situation of training in the Chinese economy must also be taken into account. Such training-in-training institutions must have professional, scientific and normative characteristics[19]. Aside from the differences between education and

general social organization, education in development planning and culture building has some shortcomings. All of these questions have implications for the way leaders exercise leadership. From the point of view of women leaders, social culture and family support is crucial for women's professional development.

3.4. Definition of women's leadership concept

In the current understanding of the female leadership style, one finds different ideals: a definition of femininity as a leadership position; The other gender perspective refers to the leadership position held by women. A gender perspective is applied and refers to leadership skills, which are mainly practiced by women. In both men and women, leadership quality is the same. In other words, it is about an organizational goal, namely a certain level of leadership in order to influence or win over the members of the organization and to carry out a common process.

3.5. Gender leadership style and behaviour differences research

Rosener is representative, but gender research studies show that some female managers have developed management styles that are better suited to the organization and the needs of the majority of employees. Li Miao et al showed similar results in different leadership styles when it comes to gender[20].

It is also noted that leadership styles are not overly differentiated between the sexes. Anna: Epsein thinks that men and women do not have to make any differences in management methods[21]. According to lianqu turk, there are certainly different styles of successful leaders[22]. Research was then conducted linking differences in style of leadership practices between leading genders to cultural and industrial context. The findings from studies such as the one cited above show that national leaders take quite different approaches, differentiated by gender. Informing you about the June 2010 was also confirmed by a study that confirms the differences between the different styles of leadership of the sexes as well as their effectiveness in the context of the circumstances.[23]

Empirical studies using statistical analysis conducted by the scholars indicate that there is gender inconsistency when it comes to leadership styles. However, it was evident that more emphasis should be placed on the framework and focus on women's development.

3.6. Research on the Traits of Women's Leadership

Zaccaro points out in his study that a person's characteristics and qualities are a prerequisite for good governance, with good characteristics increasing the effectiveness of leadership qualities[24]. There are still some common characteristics in one study about female leadership. Zhou genossin examines the characteristics

of female executives in politics[25] and Irenethe female leadership qualities of executives in companies [26]. Bruges shows in particular that female leaders tend to be communicative and empathetic, capable of forming coherent and good social relationships[27]. Kelmann et al point to the remarkable property associated primarily with sterility: as women shoulder reproductive responsibilities, they can pass on a crucial role in nature throughout pregnancy and parenthood. It looks like goo's magician 2016 made the female leader a symbol to underline the management and streamlining of business[28].

Studies of women's leadership characteristics are usually based on leadership theory and take action on the physical and psychological profile of women and the study of the organizational characteristics there[29]. The usefulness of the research lies in discovering the strengths of women leaders in the area of leadership and creating a theoretical foundation on which one can better use their strengths in the workplace. The inadequacy is the overemphasis on some qualities than the study of a male leader.

3.7. Women's Leadership Development Disorders Research

Argued by national scholars and experts on leadership that the barrier to women's leadership development is expressed in gender differences and in employment[30]; Or that women themselves have no idea what it means to have a career; "Homogeneous" makes it difficult to access decision-making without female leaders.

From an organization-based perspective, martin points out the lack of financial resources, poor political framework conditions and underinvestment in women's human capital[31]. A study of VET executives by Zhao Karen concludes that highly educated women still face "difficulties" in getting promotions from executives of the same age[32]. The simultaneous completion of everyday matters and courses was a career challenge. Furthermore, when the measures for the selection of girls for management positions were drawn up, it was not taken into account that women who enter vocational training for a longer period of time are confronted with family costs immediately after entering the workforce.

On the way to becoming a female leader herself, a 2015 study reports that women in a relationship are highly vulnerable, envious and therefore vulnerable to workplace hazards. Lee's study points to female gender being considered unsuitable for increasing the effectiveness of leadership skills[33], a trait that can be used as an excuse by supervisors or the crowd. However, Coleman pointed out that most women hardly plan their own careers[4].

From the different perspectives, it emerges that the barriers to women's development are primarily due to the weak personality of the female leader and the lack of will to promote, leading to marginalization and higher effectiveness of the leader; Questions about the compatibility of family and work and the support of the family in professional development; lack of developed

replacement space and adequate management; Are influenced by unequal social and gender biases. The factors that prevent women from taking on managerial tasks and leading successfully come from all sources: they want to create a favorable basis for their own development and growth by naming the obstacles and the influences that block women's path make it difficult to get into the world of work.

3.8. Research status of female middle managers in vocational education and training

The study takes on aspects of the existing problem. Some of the questions raised in studies like Nun's Faithfulness are: management difficulties; Those in charge often have a choice of occupations that lack the appropriate managerial skills at the workplace[17]. Particular attention was drawn to the importance of control for management, emphasizing both the indiscretion of control and the absence of managerial staff.

xu study mentioned by the organizational structure from, strateg., and underlines school based on values, hierarchy teachers from team to values, therefore managers through spreading knowledge virtues. teachers, to raise each other, the work of[34].

Due to the nature of a vocational education, management and academic staff are often prone to problems. A study by Gidman describes how the way managers lead has a major impact on the environment in which the university conducts its research. Moreover, the difficult and stressful task of managers who must be academics is difficult to manage[5].

From a female perspective, Von Chen's study points to problems such as role proliferation and lack of self-confidence, while pointing out that the obstacles to a woman's success are not intelligence, but rather external influences for which it is necessary to take full advantage of the woman's positive qualities in her own unique leadership style[35]. Bao Kwan suggested the problem of women's leadership in education to interpret conflicts with orientation and self-understanding of social role and lack of incentives to perform[36].

Accordingly, the studies among middle managers from vocational training are based on the qualitative analysis, less quantitative analysis and less studies on the female perspective. The training exhibits distinct corporate characteristics, which are expressed in organizational structures, training characteristics and a range of academics. Due to the organizational nature of the vocational training, the management encounters other problems. As a middle leader, it is a role that reaches the executives in the implementation of decisions at the highest level, breaking them down into concrete plans and details, disseminating the elaboration of the content to the grassroots and carrying it out specifically to the grassroots, giving control and coordination of basic production activities in general. The needs of the grassroots must also be carried to the top. One can actually be seen as a connection between the top and the base. The study of female executives in

vocational training therefore aims at an examination of practical problems that theoretically affect the professional development of female executives.

4. Conclusion

Most women in leadership positions believe that leadership requires a certain level of leadership skills and expertise. But it's also important to have charisma. Qualities related to words, gestures, a moral walk. Moral example of being leaders can not only create a good working atmosphere for the organization but also a basis for authority. The professional development of women was discredited by the way they pursued their profession, among other things, because of reproduction, caring for the family and so on. Support and encouragement from the family play an important role in this. Women themselves should also count on good career planning. The rules for organizing the school are clear. As more accountability is exercised to relieve leadership, under-assignment of accountability can often lead to inefficiency and a lack of incentives among teachers and managers. The organization should train managers in a timely manner to encourage communication and communication and encourage their progress. Studying in professional life is just as persistent. Parenting at home, the personality of the parents and their influence on character formation and the resulting leadership behaviour are deeply rooted in the personality. In relation to the industrial environment, status in organizations, organizational culture and the number of female leaders in decision-making influences leadership roles. The management structures are designed to develop management practices in management processes, such as working in a team and relationships with staff. Management results such as feedback from events, requirements, etc. are understood as the results of management work. Social relationships, social relationships and adhering to principles play an important role in leadership. Organizations that ignore gender discrimination in promotions and don't take women's leadership seriously aren't just bad for women's personal growth. Given that managers in the organization take responsibility for uploading tasks, most women leaders find it important to allocate resources to complete their tasks. These tasks are carried out expeditiously with the help of authorized powers to enforce order and control.

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