

A Study on the Training of Professional Ability of Cadres—Taking X City of Shaanxi Province as an Example

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Abstract: *Cadre professionalization capability training is one of the important aspects of cadre education and training in the new era, and it is crucial for improving the overall quality of the cadre team, ensuring the Party remains a strong leading core, and promoting the development of the Party and national cause. It has a direct and significant impact on the growth of cadres. Taking X City in Shaanxi Province as an example, this article proposes corresponding countermeasures and suggestions to address the issues in the cadre professionalization capability training process, aiming to more efficiently adapt to the needs of cadre quality and capability improvement and the construction of high-quality professional cadre teams in the new era.*

Keywords: *Cadre Training, Professionalization Capability, Cadre Team*

1. Introduction

Leaders and cadres play a crucial role in realizing the Chinese Dream of great national rejuvenation and the "Two Centennial Goals." To achieve these goals as soon as possible, the report of the 20th National Congress of the Communist Party of China the importance of building "a high-quality cadre force capable of undertaking the responsibility of national rejuvenation" and repeatedly stressed the need to integrate "capability development" into cadre training to "constantly improve their knowledge and professional levels and enhance their quality and ability to perform their duties". Therefore, improving the "professional capacity of cadres" has become a significant issue in cadre training^[1].

"Cadre professional ability" is the key to improve the professional quality and professional ability of the leading cadre team, the basis for enhancing the professionalism and professional consciousness of the cadre team, and the important guarantee for improving the grassroots governance ability and level in the face of the complicated economic and social conditions under the new situation. Therefore, cadre training is not only to ensure the core leadership position of the Party and improve the overall quality of cadres, but also to promote the development of the country, so as to realize the Chinese dream of the great rejuvenation of the Chinese nation and the "two centenary goals". This for the new era to strengthen the cadre team quality construction clear focus, provides a reference.

Leading officials are the mainstay of the governance of the Party and the state and an important support in the system of state governance. Their positions are crucial and they bear heavy burdens. Therefore, to improve their professional competence and cultivate their professionalism is not only necessary to solve prominent problems in the work of officials and promote comprehensive law-based governance, but also the only way to adapt to the new situation. It is also a necessary historical choice to lead high-quality economic and social development and serve modernization in the new era.

Since the founding of New China, different historical periods have put forward different standards for the cadre team, and the cadre team construction has made certain achievements. However, in the process of continuous development, improvement and progress of socialism with Chinese characteristics, new changes have taken place in the guiding ideology of the Party on the cadre team in the new era, especially on the construction of the cadre team. In the face of the increasingly clear division of labor in society, the deepening of changes in social contradictions, the new requirements of deepening reform, and the complexity of various challenges, the leading cadres have appeared an obvious phenomenon of inadaptation. Problems such as few professional cadres, serious aging of cadres, poor promotion channels, poorly targeted training content, lack of professional ability and indifference of professional spirit have

gradually surfaced.

This paper analyzes the current situation of professional capacity training for leadership cadres in City X, identifies the existing problems, and explores these issues from policy formulation, professional capacity enhancement, and professional spirit cultivation. It proposes corresponding countermeasures and suggestions from the aspects of "selection, cultivation, utilization, and management" to improve and establish a diverse cadre professional capacity training mechanism. This will ultimately promote the professional level of the cadre team and achieve the Chinese Dream of great national rejuvenation and the "Two Centennial Goals" as soon as possible.

2. Relevant Meaning of Cadre Specialized Ability Training

Comprehensive research at home and abroad, we think that the specialization of the cadre team means that the cadre is proficient in their own work, has excellent professional ability and management ability in the industry, and can meet the requirements of the leadership post. It is the process of improving the professional level of individual cadres and striving for the professional status of cadre groups. Its essence is to emphasize the improvement of individual and group professional level of cadres and the establishment and continuous promotion of professional status of cadres. To be specific, it mainly includes two aspects, one is professional ability, the other is professional spirit. Professional ability refers to the proficiency and ability of cadres at all levels, especially leading cadres, in their own work. Professionalism should be a kind of dedication spirit that loves every line of work and strives to become an expert in any job, a kind of dedication spirit that loves, focuses and invests in the work one is engaged in, and a kind of rigorous spirit that can conscientiously carry out work in accordance with its own laws and professional norms of the job. The professional ability of cadres is to adapt to the needs of the development of the Party's cause. In different historical periods, the Party has different requirements on the professional ability of cadres. The basic meaning of cadre professional ability training refers to the process in which cadres, after strict training and continuous active learning, acquire relevant professional knowledge and skills and gradually grow into personnel with post related professional ability.

The report to the Party's 20th National Congress pointed out that Party officials are the backbone of the cause of the Party and the state. We should build a team of highly qualified and professional officials, pay attention to cultivating professional competence and spirit, and enhance their ability to meet the requirements of the development of socialism with Chinese characteristics in the new era. Therefore, leading cadres must improve their professional ability and cultivate their professional spirit, in order to realize the professional promotion of the whole team.

3. Analysis of the Current Situation of Cadre Training in City X

3.1. Current Status of Cadre Personnel in City X

City X is located in Shaanxi Province, and in recent years, various fields have been continuously developing, achieving good results. However, under the influence of factors such as economic downturn pressure, some issues have been exposed, such as the slow progress of industrial transformation, insufficient momentum in the development of high-tech industries, inadequate application of modern agricultural technology, and bottlenecks in urban development. Considering all these factors, City X's guidance for the development of related industries is somewhat lacking, which reflects that the cadres are not familiar with the new developments and policies in their respective fields, and there is still a lack of professional awareness in their work.

According to the research data, the overall education level of the cadres in City X is relatively low, with only 3.58% of them having full-time postgraduate degrees or higher. The cadres lack strong professionalism and adequate professional knowledge reserves, which cannot meet the current work requirements. As a result, they lack sufficient professional capabilities when handling related fieldwork, affecting further development in these areas. In addition, the age structure of the cadres in City X is generally older, which directly affects their ability to learn new knowledge and rely more on experience.

3.2. Current Status of Cadre Training in City X

The current situation of cadre training in City X is that the systematic training in professional fields is not timely, and the accuracy of the training is not high. With changes in positions and fields, some

cadres lack the initiative and spontaneity in learning. In their field of work, they often learn as they encounter issues and replace professional learning with practice, resulting in insufficient theoretical foundation. However, the cadre education and training system in City X is still not well-developed and precise, and the professionalism and strategic nature of cadre education and training are not strong. Other issues include insufficient training duration, prominent contradictions between supply and demand, more perfunctory training, insufficient frequency and depth, relatively single training forms, less internationalized training, and overly theoretical and macroscopic content that lacks practicality and combat effectiveness. These problems need to be urgently resolved.

In summary, the age structure of grassroots leadership cadres in City X is generally older, their education levels are relatively low, and they are more familiar with traditional projects. The cadre training is not sufficiently adaptable to current development, and the overall quality of the cadre team does not match the current urban development. As a result, they cannot meet the needs of the stable and relatively rapid development of the economy and society at present.

4. Problems in the professionalization training of cadre team in City X

This chapter analyzes the current situation of professionalization ability training for leading cadre teams in City X, combining the selection and training modes of professional cadres in City X, further analyzing the constraints of system and mechanism, policies, and exploring various issues and causes affecting the professionalization capacity building training of cadre teams in City X.

4.1. Poor precision in training

The "2018-2022 Shaanxi Province Cadre Education and Training Plan" issued by the Shaanxi Provincial Party Committee Organization Department points out: "Cadre training should adhere to the principle of 'serving the overall situation and teaching according to needs.' Train whatever the Party and the state's cause development needs, and whatever cadres need for their duty fulfillment and healthy growth." However, most units rarely conduct a needs analysis for the trainees before conducting the training, resulting in poor precision of the professionalization ability training for the cadre team.

From the research situation in City X, nearly half of the trainees believe that the training resources are not well matched, and the training methods are single. Specifically, there are problems such as inaccurate training targets, inaccurate grasp of trainees' professional shortcomings, and inaccurate focus on local development and hot and difficult issues in cadre professional ability training. The situation of "training the wrong person", "teaching what is not needed", and "learning what is not used" is relatively common to some extent, and the connection with the actual work of cadres is not tight enough. From the perspective of individual cadres, the main purpose of training is to improve their personal abilities and qualities to better adapt to the needs of their job positions. However, it takes a long time for theory to be transformed into practice, and too much teaching of theoretical knowledge makes it difficult for cadres to apply what they have learned in training to their work practice in a timely manner. As a result, they cannot see the promotive effect of training on their work, and they gradually lose their enthusiasm and initiative to participate in training. From the perspective of the unit where the cadre belongs, the main purpose of training is to improve the quality and ability of the cadres, thereby enhancing the overall capacity building of the cadre team and ultimately improving the overall performance of the unit. However, many cadres do not see a significant improvement in their work performance in the short term after the training, resulting in a situation of large investment and small returns to some extent. This easily leads to the concept of "useless training" in the unit, which in turn results in a lack of emphasis on training, seeing it as a waste of time due to heavy work tasks, and turning participation in training into passive compliance and completion of instructions from superiors, not supporting or even hindering cadres from participating in training.

4.2. Insufficiently rich training content

The second issue is that the training content is not rich enough. The main manifestations are: first, there is more political theory and less professional skill training. In recent years, various regions in China have built one after another party education bases to help cadres better understand the party's history^[2]. From the research results of City X, the training courses for cadres mainly focus on theory and current hot issues, while training on job skills and daily affairs management is relatively less. Overall, there is a focus on political theory, with less emphasis on business and skills.

Second, there is a high degree of repetition in the training content. In recent years, Shaanxi Province has actively explored the content system linked to national major policies and Shaanxi's regional characteristics in cadre training, adding training content with unique features and regional characteristics such as the international and domestic situation, and the "Belt and Road" initiative. However, overall, the update speed of the training content is still relatively slow, and there is a problem of high content repetition.

Third, a systematic curriculum system has not been formed. Training courses are not only an important part of the training content but also an important guarantee for achieving training goals. At present, City X has not yet formed a mature curriculum system in cadre training and lacks professional training materials. The connections between different training categories and topics are not tight enough; within the same category or topic, there are content discrepancies between different courses or lectures by different teachers. Some professionalization ability training content still exists from theory to theory and discussing problems without practical application, failing to combine professional knowledge with actual work, leading to superficial professionalization ability training content. This makes the knowledge that cadres acquire through training fragmented and not systematic or in-depth enough.

Fourth, the training frequency is low. The research found that some unit cadres have only participated in professionalization ability training once in three years, and some grassroots unit cadres have almost never participated in any training. Some cadres who have participated in professionalization ability training have reported that the training is "not timely" and "affects the efficient promotion of related work."

4.3. Inadequate Training Mechanisms

The third issue is the lack of a sound mechanism for training cadres in professional skills. Professional knowledge training is a key link for leaders to acquire professional capabilities, but the current mechanism for professional training is not yet well established. The main manifestations are as follows.

First, there is a lack of feedback on training results. The current approach to evaluating the effectiveness of training is still limited to determining the results through graduation exams, or by submitting papers and learning experiences to satisfy the scrutiny of higher-level departments. However, these methods clearly do not combine the knowledge structure and practical abilities of the participants, resulting in evaluations that are often superficial and unable to accurately reflect the effectiveness of the training.

Second, the training evaluation process is not well developed. In Shaanxi Province, the main approach to cadre training is to evaluate after the training has concluded, with little attention given to assessment during the training process or after the training has ended in conjunction with job performance. The evaluation may only focus on a single training event rather than being integrated throughout the entire process, which can lead to a disconnect between training and practical work and subsequently affect the effectiveness of the training.

Third, the combination of training methods is not optimal. On-the-job training and job rotation are ways to cultivate cadres' governing abilities through practice, but little professional knowledge and skills are acquired. The "older generation leading the younger generation" training model results in leaders learning and absorbing more practical skills but less professional knowledge.

4.4. Low Quality of Training Faculty

The last point is that the existing faculty does not match the demand for cadre professionalization training. Training instructors play a leading role in the professional development of cadres and are responsible for implementing training content and innovating training methods. The professional training of cadres highlights practical issues and orientation, which requires instructors to possess a rich professional knowledge base and practical experience, enabling them to systematically explain current social hotspots and perform practical operations.

At present, most of the teachers engaged in professional training in China are part-time, including officials from various leadership departments, teachers from party schools and universities, and well-known figures from society. Overall, the existing faculty has varied levels of expertise, and there is a significant gap between their skills and the needs of cadre professionalization training. According to research, some trainees believe that party school and university teachers are overly focused on theory and detached from reality, while officials from leadership departments are too focused on practicality and

lack theoretical guidance.

5. Suggestions for Enhancing Cadre Professionalization Training

5.1. Improving the Precision of Training

To address the issue of low training precision, different training targets should be treated differently in terms of training content. The training content should be closely tied to the needs of the trainees. For different levels and categories of cadre training needs, practical and useful professional training should be organized, constructing a composite training content and method system that integrates professional knowledge teaching, professional ability improvement, and professional method training.

This will ensure four levels of precision: 1) precise training targets, by strictly distinguishing between different trainees and setting up study and training classes for the main subjects, implementing organization-led training according to training plans; 2) precise training content, adhering to needs-based training, taking into account the requirements of the times, job capabilities, and individual needs, conducting multi-level needs assessments, and widely soliciting opinions on training plans to make the content more accurate; 3) precise training topics, setting up different training topics for different classes, implementing a topic elimination system, constantly adding new teaching topics, and ensuring the increase rate of new topics, cultivating high-quality courses, and ensuring precise teaching quality; 4) precise training management, adopting different training models for different classes, focusing on the integration of training and practice. Continuously innovate cadre education and training methods, adopt various new teaching forms such as scenario simulations, on-site teaching, participant discussions, and micro-lectures, and constantly enhance the interactivity and effectiveness of the training. Transition from "what kind of cadre attends what kind of study class" to "organize classes based on specific needs," and continuously adjust training methods and focus to effectively ensure the effectiveness of cadre training [3].

5.2. Enriching Training Content

For cadres, a unique group, the content of their training is especially important and directly relates to the direction and purpose of the training. Currently, the content of cadres' training in X city is primarily focused on theoretical knowledge, with less attention given to professional capabilities and administrative management skills. The overall content of the training is relatively limited, and thus it is necessary to promote diverse and scientifically-designed training content.

1) Knowledge training. Knowledge can be learned quickly, but it can be easily forgotten without practical application. Therefore, the proportion and content of knowledge training should be determined according to the characteristics of different training targets.

2) Skill training. Skill training should mainly target cadres with professional and technical roles or those in positions with strong technical requirements.

3) Thinking training. For positions with high demands for innovation, merely providing knowledge is not enough. Training should combine thinking training to broaden thinking channels. It is recommended to provide appropriate thinking training for positions with high innovation requirements and some leadership positions.

4) Psychological training. Currently, due to limited mobility in some positions and long-term engagement in monotonous work, many cadres experience professional burnout. This requires a case-by-case analysis and psychological health and counseling training for these cadres to improve their mindset and enable them to work happily.

In addition to these, the diversity of training content should be analyzed as a whole, designed to meet the different needs of various cadres. However, when it comes to specific training projects, more abundant content does not necessarily lead to better training results. The determination of training content should follow two principles: first, the content must be based on the achievement of training objectives. The primary principle for selecting each training content is that it must reflect the goals of the training. Second, the content must be compatible with the overall level of the training targets. Different positions and ranks of cadres have varying requirements and quality conditions. When setting training content, it should not only comply with the values of the party and the state but also take into account the actual situation of the trainees, setting content scientifically and reasonably to avoid blind training.

5.3. Improving Training Mechanisms

Improving the mechanism for professional capability training of cadres can be approached from the following aspects. First, reform the training guidelines according to the requirements for cadre training and develop training plans that match their actual needs. For example, adopt a training policy that combines teaching based on needs with learning-application integration, and strengthen the training of professional knowledge and capabilities for cadres. Second, improve training methods through institutional construction. Adopt practical, systematic, and standardized training methods for different positions with professionalization requirements, cultivating the professional and managerial capabilities of leadership cadres. Third, based on the principle of integrating practice and theory, improve and implement the relevant provisions of the "Regulations on Cadre Education and Training" and the "2018-2023 National Cadre Education and Training Plan," developing cadre training in a more institutionalized and standardized direction^[4].

In addition, attention should be paid to the feedback of training results. After the training is completed, the organizing unit should promptly provide feedback on the cadre's participation in the training to their respective units in written form. The feedback should include the main content of the training, the cadre's performance during the training, and their achievements. The organization and personnel department of the cadre's unit should establish a training archive based on the feedback and the cadre's actual performance after the training, serving as an important basis for evaluating the training effect.

Lastly, the evaluation results of the training should be linked to the rewards and punishments for cadres. The "Regulations on Cadre Education and Training" mention that the training situation should be included in the evaluation and serve as an important basis for their appointment and promotion. It is suggested to record the evaluation results of the cadre training in their personal files and use it as an important reference indicator for cadre assessment, promotion, etc. The training situation should be fully considered during year-end evaluations, rank promotions, rewards and punishments, and position exchanges, to draw attention to the importance of training from both cadres and their units, and to achieve the goal of promoting smooth cadre training.

5.4. Enhancing the Capability and Quality of the Teaching Staff

A matching teacher management mechanism should be explored for the content of cadre professionalization training. First, establish the certification standards for professional capability training teachers, and clarify the conditions that different categories of teachers should possess. Specifically, the ability and level of training teachers can be examined through capability tests and organizational assessments.

Second, broaden the channels for hiring teachers and coordinate the integration of different types of teacher resources. Specifically, select leadership cadres with strong political qualities, solid theoretical foundations, rich practical experience, and high party consciousness, well-known domestic experts and scholars, and national moral models as training teachers. Continuously optimize the structure of the teaching staff and strive to promote the full sharing of teacher resources within the region.

6. Conclusion

From Deng Xiaoping's "Four Modernizations" policy for cadres to the 20th National Congress's proposal to build a high-quality cadre team capable of undertaking the responsibility of national rejuvenation, the importance of improving cadres' professional level has been emphasized by the Party and the country^[5]. As the executors and implementers of the Party and national policies and guidelines, the capabilities and qualities of cadres directly affect the government's management level and image. Enhancing the capabilities and qualities of cadres can be effectively achieved by strengthening their training.

X City, as an important city in the western development and, must constantly improve the capabilities and level of its leadership cadres to fully play its role. Although X City has made some positive explorations and achieved certain results in the professional capability training of cadres, there are still issues, such as insufficient training accuracy, single training methods, insufficient training content, imperfect training mechanisms, and low capability and quality of the teaching staff. This article proposes countermeasures and suggestions to solve these issues based on theoretical research and practical experience in grassroots government units, aiming to improve the current situation of professional

capability training for cadres in X City and continuously strengthen the modernization of the national governance system and governance capabilities.

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