



The Management Strategy of High-level Talents in Application-oriented Universities

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Abstract:

A shift has occurred in recent years in the policy study of high-level talent introduction in application-oriented undergraduate colleges and universities, from an initial lack of focus on the building of talent introduction to the present day's widespread use of such introductions. This shift serves the demands of the local economy and also supports the growth of undergraduate institutions with an emphasis on practical training. Beginning with the current state of affairs in applied undergraduate colleges and universities and the challenges faced by attracting and retaining high-caliber faculty and staff, this article proposes reforms to the talent evaluation mechanism, the personnel and job management system, and the introduction of "the party tube talented person."

Keywords: *Application-Oriented university, Top-tier talent, Management strategy*

1. Introduction

Since the turn of the century, several brand-new, two-year institutions have cropped up around the country, making higher education accessible to a far wider population. The national policy has helped boost the quality and all-around power of application-oriented universities by encouraging their transition into local undergraduate institutions. The significance of abilities is growing as this new force rises and develops rapidly. There is an immediate need to replenish high-level talents at newly established undergraduate institutions since it has been challenging for the current skills to satisfy the demands of the university to advance to a higher level. Therefore, "emphasizing the flow of skills and promoting innovation have become significant content" at universities all around the country. The survival and growth of higher education institutions depend critically on the quality of the teaching personnel they employ, making talent nurturing and introduction a top priority. This study provides a scientifically grounded proposal for the management of high-level talents at application-oriented local colleges by methodically analyzing the existing state and challenges of this structure.

1.1 The practical significance of the construction of high-level talents in application-oriented universities

Application-focused universities, conventional wisdom holds, have two options for encouraging the development of a system of high-level professional people's congresses: One is investing in a reasonably lengthy investment time point and cycle, which allows for the selection of a large number of high-quality, internal professional skills. The alternative is to directly introduce certain high-level professional skills, but this comes with the possible social danger of a large number of foreign talents leaving the country. By bringing in new professionals, the school may help its current team of experts flourish and use that core of established experts to propel the formation of a whole new growth tier of

expert faculty. The introduction of talents has been a crucial step in enhancing the organizational structure of faculty members in higher education institutions and a primary way to enhance the cultural reputation of these institutions. A nation's strength can be traced back to the caliber of its educators, so it's important that we do all we can to foster that in our own country. From the point of view of the actual development of the construction of talents in colleges and universities, the introduction of doctors has gradually made the development of professional talents at different levels of colleges and universities the primary objective of all types of colleges and universities. Without exception, applied colleges have included the construction of undergraduate talent introduction strategy as a key content in their own development strategic plans, with brief statements and emphasis on how they plan to promote high-level undergraduate talent introduction policy initiatives and how they plan to introduce the talent as a key issue for research and exploration. At the same time, the school has to maximize the benefits brought by its most accomplished faculty members, in order to ensure that its educators are at the forefront of the institution's competitive advantages.

2. The situation and dilemma of high-level talents in application-oriented colleges and universities

Competition for top students heats up as more and more brand-new undergraduate institutions join the talent recruiting front. Under the current trend of active participation in the training and introduction of high-level talents, it is discovered that there are still a number of issues in the building of high-level talents in application-oriented local undergraduate colleges.

2.1. Lack of top-level talent

Current sources of top talent in domestically focused, first-year colleges and universities are mostly internal talent selection and development and external talent introduction. Most domestic colleges choose for the "quick and simple" talent introduction strategy to combat the scarcity of high-level talent since the first solution requires a relatively lengthy investment time period and carries the danger of brain drain. For most practical local undergraduate colleges and universities in Hebei province, teachers constitute situation investigation and analysis. The second level above, the number of high-level personnel is almost zero. Most of the local undergraduate colleges and universities have high-level personnel on the third, fourth, and fifth levels. And these skill levels are often seen only among the Ph.D. population. If we take a university in Hebei Province as an example, its doctors make up the bulk of its high-level skill team and represent the talent pool the institution is most focused on expanding and strengthening. The long-term growth of applied undergraduate colleges is aided by the shortage of top-level skills.

2.2 Existing high-level talents are not fully utilized

There are currently a large number of domestically applied undergraduate colleges that have been transformed from newly established undergraduate course colleges and universities. However, these institutions suffer from a number of drawbacks, including a lack of scientific and effective high-level talent management mechanisms, a lack of discipline development and research, and a lack of strong ability. High-level personnel and posts do not match the problem. A portion of applied undergraduate colleges, due to their relative lack of high-level personnel quantity, quantity expansion blindly, ignoring the scientific and orderly introduction of talent, often leads to talent introduction, discovered within the school is not suitable for high-level personnel specialty in the implementation of the platform. And hillocks that aren't big enough to be a problem can start a chain reaction, such as making high-level workers less interested in their jobs. This means that most of the talent is only able to do their basic teaching and research work, and they can't use their own expertise to help the school grow. This wastes talent. Some high-level talents even ask to be moved or resign because they are unhappy with their current jobs, scientific research environment, or welfare treatment. This means that application-oriented undergraduate universities lose high-level talents.

2.3. High-level brain drain

Most of the top students at schools that focus on practical education come from outside the institution, or are prepared by the university using extensive resources (human, monetary, and otherwise). Recent years have seen a disturbing trend of top-tier talent leaving local, undergraduate, application-focused institutions, which has had a devastating impact on higher education's ability to achieve its stated aims and grow in the long run. Using a university in Hebei province as an example, the loss of high-level personnel due to transfer, resignation form of Dr. Dr. or earning nine people, is a significant blow because these individuals typically represent significant investments in terms of both money and time, and they were recruited at an early stage in their careers when their potential was at its highest. In particular, the loss of important personnel has had a negative effect on the development of new academic fields and majors, as well as on the transition of schools into applied universities and the building of new applied technology institutions. There are many factors at play when it comes to the introduction or training of new undergraduates in the field of Dr. Will. On the one hand, colleges and universities often make mistakes when it comes to the introduction of new talent. This is because they fail to take into account the long-term goals of the institution and the types of people who will be most useful to the institution. People haven't figured out how to utilize abilities since they were introduced, and there are hidden risks that might lead to their demise. Conversely, high-level talents' needs for self-promotion and development are limited by the limited development space, lagging academic atmosphere, lack of a good research environment, and low salary of newly built undergraduate universities, which accelerates the rate of high-level talents' loss.

3. Approaches to managing top-tier academic talent with an eye on practical application

We may summarize the following management approaches by combining them with the current state of high-level talents in application-oriented local ordinary undergraduate universities:

3.1 A high-level talent team should be constructed with careful consideration paid to the principles of "Party management of talents," and this should be accomplished successfully. To analyze and address key issues in the development of elite talent.

3.2 Institutions of higher learning should use a comprehensive approach to people management in order to set aside enough opportunities for the growth of top performers. There should be room for improvement in both the number of spaces available and the level of space used by each individual post, with the former depending on the latter based on the school's long-term growth strategy for both students and faculty. Seeking to be transparent with top-tier talent about the career path they're on

3.3 Increase efforts to improve the personnel and post management system, prioritize the creation of professional and technical positions, and implement preferential management practices for those who hold senior positions in these fields. In particular, high-level roles should be targeted in order to introduce and cultivate talent, effectively promote the performance pay distribution to high-level positions, and to tilt the talent team toward high-level employees.

3.4 Classified evaluation and special assessment of top-tier talents should be part of the new talent evaluation system. High-level skills in a variety of disciplines need to be evaluated with particular care, so the academic committee's position must be fully used. The school decided that the high-level personnel put forward to accept the inspection application, achieve the goal of evaluation is on wages and job promotions, based on the inspection qualification, in order to promote the role of high-level personnel, give full play to the advice of high-level personnel for application by discussion and by discussion, which is independent of the year and post assessment, suggestion implemented once every two years.

3.5 Raise the profile of top talent by increasing their degree of support. First, there is upper-level management backing. Support for top students should be prioritized by academic units at universities and secondary schools. As a result of their efforts, the whole school community will come to hold those with exceptional potential in the highest regard. Next, we need to proactively create a space where top-tier talent can grow. We need to provide all of the top-tier talent in our laboratories and in our project management departments a place to shine. The third is to create a development team for high-level

talents, so that everyone has a team of high-level talents, and can fully use the pulling and directing potential of high-level skills. So that high-level talents may reach their full potential, it is important to provide them with a strong foundation for growth by providing more resources to the academic team or scientific and technological innovation team to which they belong.

3.6 The institution has to do a good job of picking top-tier brains. The first is to improve interaction with top-tier professionals. The unit's top brass should maintain consistent "one-on-one" contact with its top talent pool in order to monitor the latter's ideological shifts, deepen mutual understanding via in-person dialogue, and find solutions to pressing operational issues. Second, we need to work hard at making optimal use of top talent to avoid wasting their abilities and keep them from being fully used. Third, enough preparation should be made to give full play to the role of high-level talents by sending them to the front lines for exercise. To sum up, there are still a myriad of issues in the modern day when it comes to recruiting, maintaining, and hiring individuals for the creation of a high-level talent team in application-oriented local ordinary undergraduate institutions. We have a responsibility as professionals in higher education to examine these issues critically and arrive with scientific solutions. We are dedicated to making the most of academic institutions' human resources, particularly those with advanced degrees and prestigious job titles, via the establishment of a top-notch team of employees. To aid in economic and social growth, the establishment of a high-level talent team is essential in order to satisfy the needs of institutions that focus on applied technology.

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