

GUIDELINES FOR IMPROVING THE EFFECTIVENESS OF
TALENT INTRODUCTION OF UNIVERSITIES
IN GUANGXI

LIANG LI

A thesis paper submitted in partial fulfillment of the requirements for
the Degree of Doctor of Philosophy Program in Educational Administration

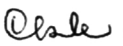
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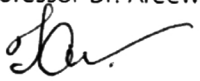
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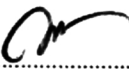
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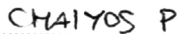

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ABSTRACT

The objectives of this research were to study the level of the effectiveness of talent introduction of universities in Guangxi, formulate the guidelines for improving the effectiveness of talent introduction of universities in Guangxi, and evaluate the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The sample group of this research consisted of 269 administrators from the 8 universities in Guangxi. The interviewees in this research consisted of 16 administrators. The expert group for evaluation of the suitability and feasibility of guidelines consisted of 9 experts. The research instruments in this research consisted of questionnaire, structured interview and evaluation form. Data analysis by using percentage, Mean, standard deviation and content analysis.

The results were found that the level of the effectiveness of talent introduction in five aspects was at medium level, the highest mean was introduce modes and procedures, follow by scientific research resources, and assessment mechanism was the lowest mean. According to the current situation of effectiveness of talent introduction, the guidelines for improving the effectiveness of talent introduction in five aspects, which contain 33 measures. Finally, the results about evaluation of the suitability and feasibility of guidelines were at high level.

Keywords: Guidelines for improving, Effectiveness of talent introduction, Universities in Guangxi

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์ เพื่อศึกษาระดับประสิทธิภาพการดึงดูดผู้มีความสามารถของมหาวิทยาลัยในมณฑลกวางสี เสนอแนวทางการพัฒนาประสิทธิภาพการดึงดูดผู้มีความสามารถของมหาวิทยาลัยในมณฑลกวางสี และประเมินความเหมาะสมและความเป็นไปได้ของแนวทางการพัฒนาประสิทธิภาพการดึงดูดผู้มีความสามารถของมหาวิทยาลัยในมณฑลกวางสี กลุ่มตัวอย่างที่ใช้ในการวิจัยครั้งนี้ ได้แก่ ผู้บริหารมหาวิทยาลัยในมณฑลกวางสี 8 แห่ง รวมทั้งสิ้น 269 คน ผู้ให้ข้อมูลสัมภาษณ์ ได้แก่ ผู้บริหารมหาวิทยาลัย 16 คน กลุ่มผู้เชี่ยวชาญเพื่อประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง ได้แก่ ผู้ทรงคุณวุฒิ 9 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม แบบสัมภาษณ์แบบมีโครงสร้าง และแบบประเมิน สถิติที่ใช้ในการวิจัย ได้แก่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า ระดับประสิทธิภาพการดึงดูดผู้มีความสามารถ โดยภาพรวมทั้ง 5 ด้าน อยู่ในระดับกลาง โดยพบว่าการแนะนำรูปแบบและกระบวนการ มีค่าเฉลี่ยอยู่ในระดับสูงสุด รองลงมาคือทรัพยากรการวิจัยทางวิทยาศาสตร์ ส่วนกลไกการประเมิน มีค่าเฉลี่ยอยู่ในระดับต่ำสุด แนวทางการพัฒนาประสิทธิภาพการดึงดูดผู้มีความสามารถ ประกอบด้วย 5 ด้าน รวมทั้งสิ้น 33 มาตรการ ผลการประเมินความเหมาะสมและความเป็นไปได้ของแนวทาง มีค่าเฉลี่ยอยู่ในระดับสูง

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Liang Li

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Chapter 1

Introduction

Rationale

Talent is an important resource for national and regional development and plays an irreplaceable role in promoting economic growth and social progress. At present, the development of Chinese universities has entered a new period of leapfrog development, and the autonomy of university running has been continuously strengthened. In the context of high-quality development, no matter China's double first-class universities, ordinary universities, universities in central cities, or universities located in remote areas have basically formulated their own talent introduction methods, hoping to strengthen the construction of teaching staff by gathering talents, and promote the high-quality development of universities.

China attaches great importance to talents and pays attention to the introduction of talents, so the strategy of rejuvenating the country through science and education and strengthening the country through talents has gradually become a national policy. In 2003, China convened its first national conference on talent work and the theme of the meeting is to strengthen talent work. In 2016, the Opinions on Deepening the Reform of the system and mechanism of Talent Development proposed to build an internationally competitive mechanism for attracting talents and employing talents, and attract talents with a more active, open and effective talent introduction method. Subsequently, China promulgated a series of high-level talent systems, constituting a comprehensive system framework. From the perspective of talent development, this framework primarily encompasses systems related to talent attraction, utilization, incentives, and talent mobility. Different categories of talents are addressed through methods tailored for academicians, corporate management talents, university recruits, international talents, as well as methods designed for overseas students and postdoctoral researchers. This multi-tiered approach includes methods related to national science and technology awards, government special allowances, methods for outstanding young experts, high-level innovative talent programs, postdoctoral talent methods, methods for overseas high-level talents, and more. This signifies that China's talent

development has acquired substantial institutional safeguards, ensuring the construction of a robust talent pool.

Against the background of the strategy of promoting science, education, and national development, China's higher education has experienced rapid growth over the past decade. The scale of university admissions has continuously expanded, leading to a shortage of faculty members, therefore the structure of the faculty needs further optimization, and their quantity needs to be increased. With the introduction of policies such as the "Project 211", "Project 985", and the "Double First-Class" initiative, universities have been adjusting their educational systems through mergers, raising the level of education, and optimizing disciplinary structures. In this evolving landscape, talents have become the most crucial resource for university development. Consequently, universities at various levels are making full use of their educational resources and conditions to actively attract the talents they require. This adjustment in the university system has resulted in an increased demand for talents. Whether driven by societal needs, higher education development, or university growth requirements, intense competition for talents among universities has gradually emerged. More and more Chinese universities are adopting "strengthening the university through talents" as a development strategy and formulating talent introduction methods.

Guangxi is a significant province in the southwestern region of China, and it also serves as a crucial point of connection between China and ASEAN (Association of Southeast Asian Nations). In order to drive economic development, enhance regional competitiveness, and elevate Guangxi's economic strength and overall capabilities, the introduction of talent holds paramount importance. Simultaneously, given the relatively lower level of higher education in Guangxi, as well as deficiencies in talent structure and quality, the recruitment of talent can aid in optimizing the talent composition, improving the quality of education and research in Guangxi's higher education institutions. This is pivotal in raising the standard of higher education and fostering talent development capabilities in Guangxi, thus propelling the advancement of higher education in the region.

Wu Yurong (2022) proposed that the policy system of talent introduction in Guangxi has generally experienced three stages: exploration period, explosion period and precision period. The policy theme has been adjusted around the national

development strategy and the actual economic and social development of Guangxi, and the policy content has changed from "rigid" conditional guarantee to "rigid and flexible" institutional guidance. In the exploratory period, the talent policy has the characteristics of wide range of target objects, diverse policy forms, and general expression of safeguard measures. In the explosion period, Guangxi introduced a total of four talent introduction policies within a year. In the precision period, the systematic, targeted and precise nature of the talent introduction policy system continues to improve.

In 2010, Guangxi government mentioned more than 10 types of high-level talents and 11 talent projects covering various key fields, regions, and high-level innovation and entrepreneurship talents. Through sorting out the talent policy of Guangxi, it is found that Guangxi actively responds to the national policy and introduces a series of preferential policies to attract talents from all over the world to Guangxi, and has achieved good results in attracting talents. By implementing various talent programs and talent support measures, Guangxi has attracted a large number of talents to work in Guangxi, which has alleviated the gap of talents in various industries and universities in Guangxi to a certain extent. However, at present, in the process of promoting economic construction and higher education, Guangxi still faces the problem of insufficient talent team and shortage of talents, and Guangxi still faces great challenges in talent introduction. This also means that Guangxi still needs to increase the level of talent introduction and management, and attract more high-quality and high-level talents to work in Guangxi.

Universities are the primary destinations and hubs for talent inflow, and the quality of university talent to a certain extent determines the strength of scientific research in a given region. To develop into "high-level" institutions, universities' most crucial path is to build a top-notch faculty team. Under the background of building "double first-class" universities, the goal of building first-class teaching staff and introducing outstanding talents at home and abroad is put forward. In recent years, universities in Guangxi have intensified their efforts to attract talents, leveraging their regional advantages, disciplinary strengths, and policy advantages, aimed at elevating the educational standards in Guangxi by establishing a group of first-class universities and disciplines. However, there remains a certain gap between the strength of universities and educational resources in Guangxi compared to the eastern regions of

China. The development of first-class universities and disciplines requires a cohort of outstanding faculty talents. Though the total number of faculty members in Guangxi's universities is only slightly higher than the national average, but the count of professors with senior titles falls below the national average. Therefore, despite efforts made, Guangxi still faces a long and challenging road ahead in terms of building a faculty team for its universities.

The connotative construction of universities includes the construction of teaching staff, discipline construction, quality and level construction of personnel training, and the core of all these lies in the powerful promotion of talents. In recent years, against the backdrop of prioritizing talent to strengthen universities, local universities have embraced the concept that "talent is the primary resource" and have further expanded their avenues for talent recruitment. Year by year, universities have increased their efforts to attract talent with the objective of expediting the development of academic disciplines and faculty teams, thereby enhancing the academic caliber and core competitiveness of the universities. Through the implementation of talent recruitment policies primarily centered around monetary incentives, local universities have witnessed a rapid surge in the number of talents in the short term. However, due to reasons such as the insufficiency of mechanisms to ensure talent retention, the issue of talent attrition has gradually become more pronounced. The loss and shortage of talents will not only lead to the increase of the cost of human resources and increase the financial burden of universities, but also lead to the rupture of the discipline chain and the phenomenon of academic research faults in universities, and will also reduce the quality of talent training in schools. At the same time, the aggravation of the loss of university talent resources will certainly break the campus working atmosphere in which teachers devote themselves to teaching and scientific research, breed bad thoughts such as egoism and pragmatism, and easily cause teachers to have impetuous work emotions and affect teaching quality. Consequently, local universities are confronted with the challenge of how to effectively attract, retain, and optimally utilize talent. This necessitates the adoption of more flexible and effective measures in talent management to uphold the stability of talent teams. In order to solve the problems such as the shortage of total talents, unbalanced structure of talent team, low quality of teachers, and instability of teachers, it is necessary to further clarify the

factors affecting the introduction of talents, understand the needs of talents, optimize the environment of talents, so as to increase the number of talents, promote the development of talents after entering the university, improve the quality of teachers, and maintain the stability of talent team.

Based on this, this research was based on the social background of the many problems that the shortage of high-quality talents of universities in Guangxi and the role of talent needs to be further developed, the need to further improve the effectiveness of talent introduction. Through sorting out relevant theories and conducting research and analysis on the level of the effectiveness of talent introduction of universities in Guangxi, the aim was to formulate guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Research Questions

1. What is the level of the effectiveness of talent introduction of universities in Guangxi?
2. What are the guidelines for improving the effectiveness of talent introduction of universities in Guangxi?
3. Are the guidelines for improving the effectiveness of talent introduction of universities in Guangxi suitable and feasible?

Objectives

1. To study the level of the effectiveness of talent introduction of universities in Guangxi.
2. To formulate the guidelines for improving the effectiveness of talent introduction of universities in Guangxi.
3. To evaluate the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Scope of the Research

Population and the Sample Group

Population

The population of this research was 879 administrators from 8 universities in Guangxi. These 8 universities are distributed in the north, central and south of

Guangxi, and in the past three years, they have issued talent demand announcements every year, and the number of talents introduced is large.

The Sample Group

According to Krejcie and Morgan's sampling table (1970), the sample group for this phase consisted of 269 administrators from the 8 universities in Guangxi. The selection was made using systematic random sampling and simple random sampling methods.

The interviewee

The interviewees in this research was 16 administrators come from each of aforementioned 8 universities-select 2 administrators from each university. The qualifications of administrators are outlined as follows: 1) at least 6 years of work experience in administrator in universities, 2) have extensive experience in human resource management, 3) graduated with master's degree or above.

Expert group

The panel of experts tasked with evaluating the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi consisted of 9 individuals. These experts were drawn from universities as well as the Guangxi education department. The qualifications required for experts from universities included: 1) at least 8 years of work experience in administrator in universities, 2) have extensive experience in human resource management, 3) graduated with doctor's degree, 4) academic title is associate professor or above. On the other hand, the qualifications required for experts from Guangxi education department included: 1) at least 10 years of work experience in administrator in education department, 2) have extensive experience in human resource management, 3) graduated with master's degree or above.

The Variable

According to the analyzed of related theories and research, characteristics of the effectiveness of talent introduction of universities in Guangxi are as follows:

1. Scientific research resources
2. Salary and benefits package
3. Assessment mechanism
4. Talent support measures
5. Introduce modes and procedures

Advantages

1. To use the guidelines as a reference to improve the effectiveness of talent introduction of universities in Guangxi. By improving the effectiveness of talent introduction of universities in Guangxi, more talents can be attracted to work in universities in Guangxi, and the problem of insufficient talent team and talent shortage in Guangxi can be effectively alleviated. While improving the quantity and quality of talents introduced by universities in Guangxi, it can also make better use of talents, retain talents, and play a better role of talents.

2. To improve the level and competitiveness of universities in Guangxi. Talent introduction is one of the crucial avenues for driving the high-quality development of universities. By introducing outstanding scholars and researchers, universities can enhance their academic reputation, promote scientific research and optimize discipline construction. At the same time, the introduction of teaching experts can enhance the quality of education, facilitate the integration and development of disciplines, and infuse new vitality and momentum into the comprehensive development of the university.

3. To train students to provide better quality teachers. The increase in the number of talents introduced to universities can optimize the team of teachers. Excellent teachers can improve the teaching quality, promote the development of disciplines, provide students with new academic ideas, cutting-edge research trends and international perspectives, and contribute to the overall growth and career development of students.

Definition of Terms

Effectiveness of talent introduction refers to the efficiency and quality of talent introduction, which is the direct and indirect result of university talent introduction activities and it involves selection talent, cultivation talent, use talent and retention talent. Among them, the direct results include the quantity, quality, structure and other macro characteristics of talent introduction; Indirect results refer to the benefits and values that can be brought to the university due to the play of the role of talents after the introduction of talents. There are consisted of five aspects: scientific research resources, salary and benefits package, assessment mechanism, talent support measures, and introduce modes and procedures.

Scientific research resources refers to the various hardware and software conditions provided by universities for talent to conduct scientific research. These resources aim to facilitate high-quality scientific research and academic exploration in various disciplinary fields, thereby enhancing the university's research capabilities. Scientific research resources typically encompass the following aspects: research start-up funds, research facilities and laboratory equipment, literature resources, scientific research teams, academic exchange, scientific research cooperation, channels for applying for scientific research projects, supporting funds for scientific research, scientific research management system, scientific research funding reimbursement process, and cash scientific research funds, etc.

Salary and benefits package refers to the wages, allowances, bonuses, and other life-related benefits provided by universities to attract and retain talent. Universities offer corresponding compensation based on factors such as the talent's education, professional title, work experience and ability. Salary and benefits package typically encompass the following aspects: salary package, system of bonuses and allowances, housing or housing subsidies, spousal placement, children's education, medical care services, talent management service, cash delivery of talent benefits, and talent treatment system, etc.

Assessment mechanism refers to the set of criteria and processes established to fairly, transparently, and objectively assessment the work performance and contributions of talent during their service period. The assessment mechanism should have clear assessment tasks and serve to incentivize talent to engage more effectively in teaching and research activities. Assessment mechanism typically encompass the following aspects: evaluation of teachers' ethical conduct, evaluation of teaching work, evaluation of scientific research work, evaluation of social service work, talent assessment standards, assessment system for evaluating talents, requirements and procedures for assessments, targets for talent assessments, application of assessment results, and feedback on assessment results, etc.

Talent support measures refers to the various forms of support and assistance that universities implement to facilitate the career development and overall improvement of talent. These measures are designed to provide introduced talent with a conducive work environment, developmental opportunities, and prospects for advancement. talent support measures typically encompass the following aspects:

system for professional titles, system for post appointment, working conditions, training system, spiritual incentives, work atmosphere, organizational identity, talent development planning and guidance, talent development platform, reward and subsidy system, and involvement management, etc.

Introduce modes and procedures refers to the plan, conditions, processes, and regulations that universities establish to actively attract and select talent. Introduce modes and procedures typically encompass the following aspects: talent demand plan, talent introduction condition, talent introduce mode, talent introduction procedure, recruitment channel, recruitment information, interview process, selection and investigation of talents, recruitment process, service period for talents, boarding process for talents, and talent introduction methods, etc.

Research Framework

Based on the analysis of related theories and research, the characteristics of effectiveness of talent introduction are outline as follows:

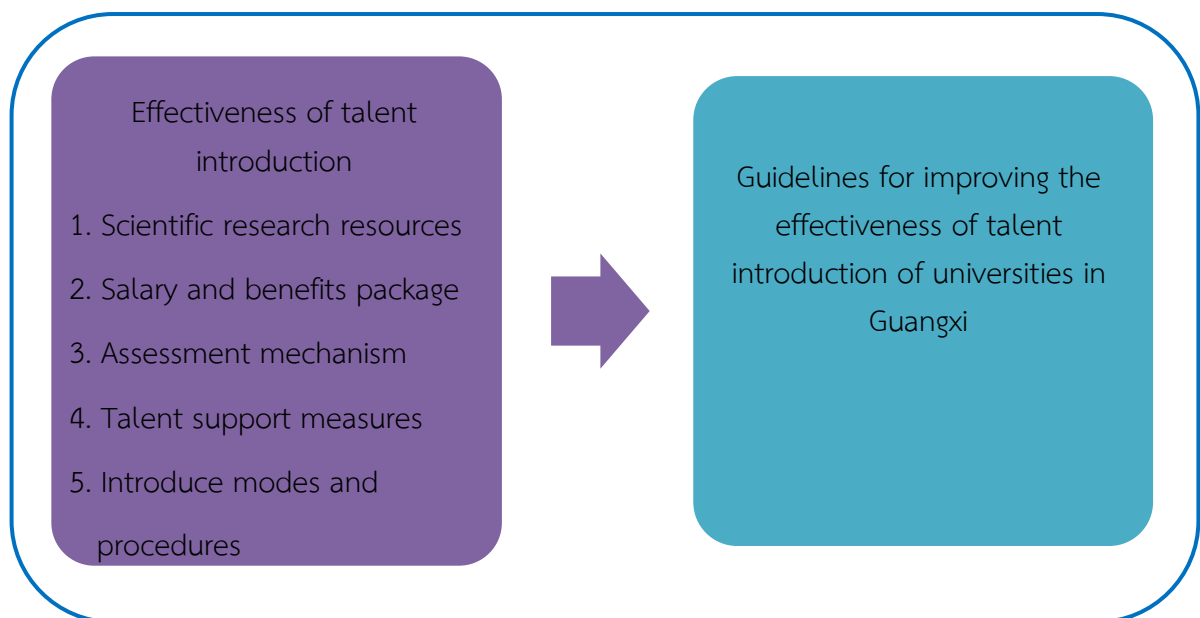


Figure 1.1 Research Framework

Chapter 2

Literature Review

The research in improving the effectiveness of talent introduction of universities in Guangxi, the researcher was analyzed documents, concepts, theories, and researches related to talent introduction.

1. Concept and theory of educational administration
2. Concept and theory of talent introduction
3. Concept and theory of effectiveness of talent introduction
4. Content of universities in Guangxi
5. Related Research

The details are as follows.

Concept and Theory of Educational Administration

Educational administration is a term with ever-evolving connotations. The original concept of educational administration originates from the administration of German public law and the management of American efficiency. The term educational administration was first used to describe the practice of effective organization and management of schools and educational institutions, which involves planning, organizing, coordinating, and controlling educational resources, personnel, and activities to achieve educational objectives. The further development of the concept of educational management can be traced back to the education reform movement of the 20th century. During this period, educational administrators began to pay attention to the importance of school leadership and management, emphasizing the role and responsibility of school leaders. They put forward a series of management theories and models, such as educational leadership theory, situational leadership theory, etc. The researchers consulted the literature on educational administration, and made a review, as follows:

Definition of educational administration

Tony Bush (1998) proposed that educational administration refers to the process of planning, organizing, coordinating and controlling schools or educational organizations. The author defines educational administration as a specific practical

activity carried out within an educational institution, which includes managing school resources, formulating policies, recruiting and training teachers, organizing student activities, solving problems, and promoting school development.

Maria Pralea (2017, p.203) proposed that the educational administration is the leader's art of reaching the goals through the mobilization of the efforts of all the members of the organization as mentioned. Educational administration, which is a system of concepts, methods, and instruments for orientation and leading. It is based on ideas, relations, people, and resources. The goal of educational administration is to achieve organizational objectives by guiding a group towards them.

NK Karpova (2013, p.208) proposed that original methodology of the concept "theory of education management process" under conditions of modernization is presented by a set of interconnected components-processes characterized by the strategy of modern education development. The author presented the methodology of the concept "theory of education management process" and covers the scope of the concept of an innovative character and define the concepts "innovation", "innovative process", "innovative management", "modernization" as part of the given research.

Enders Juergen (2015, p.84) proposed that higher education administration refers to the complex set of actors and processes responsible for decisions within universities. The managerial revolution in higher education, which refers to the shift from traditional governance and administration of universities to a more modern approach that emphasizes management practices. This shift has been driven by various factors, including changes in the institutional form of universities, the increasing complexity of higher education, and the need for universities to be more responsive to the demands of society and the economy. The managerial revolution has led to the emergence of new management roles and practices in higher education, such as strategic planning, performance measurement, and quality assurance.

L. V. Berkner (1996, p.184) proposed that the concept of higher education administration involves organizing and managing universities effectively to ensure their success and impact on society. The author believed that administrators should make good use of existing resources to achieve the purpose of university development on the premise of maintaining the quality of education.

In conclusion, education administration means the complex task of management and decision-making within universities. Education administration is the process of consciously adjusting various relations and resources inside and outside the education system according to the purpose of higher education and the law of education development, so as to realize the purpose of university education. The definition of education administration includes the following three aspects: 1) The purpose of education and the law of education development are the basis of education administration activities. 2) It is the task of education administration to purposefully and consciously regulate the internal and external relations and available resources of the education system. 3) The result of education administration is the realization of the school's vision goals.

Importance of Education Administration

Kenneth Leithwood (2012, p.387) proposed that educational administration is a key element in connecting people, policy and practice. The author emphasized the importance of leadership and management in driving education reform and promoting student learning outcomes.

Yossita Wisman (2017, p.72) proposed that educational administration is important because it determines the quality of education, the level of educators and educational personnel. The strategy, management and implementation of educational administration determine the quality of education. Educational leadership is an important part of educational management. Educational leadership, the level of educators and the level of educational personnel are proportional to the quality of education. In other words, the level of educational leaders determines the quality of education, and good educational leaders will determine the standards of educators and the realization of educational talents. The commitment of the parties who involved in educational leadership in order to realize the standards of educators and educational personnel into a necessity.

Adriana Gabriela Plaiasu (2020, p.3) proposed that the role of educational administration is to mobilize and motivate people, make decisions and ensure organizational development when implementing educational innovations. The author discussed the importance of leadership and management skills in implementing educational innovation and proposed the conditions that educational managers must meet to develop these skills and the role of management in achieving organizational

development and promoting educational strategies to increase human resources. The main function of the management process is the decision, which represents a process of harmonization of objectives with human resources, which becomes the engine of management, the vital nerve, the nodal point of management and expresses the essence of management.

In conclusion, as the core component of the education system, educational administration plays an important role in the improvement of education quality, the guarantee of education equity, the optimization of resource allocation, the promotion of education reform, the training of innovative talents, the development of schools and the personal growth of students. Administrators should attach great importance to the role and value of educational administration, strengthen the research and practice of educational administration, and promote the development of educational cause.

Content of Education Administration

Hassan Ali Al-Ababneh (2020, p.770) proposed that educational administration refers to the process of managing educational institutions effectively and efficiently to ensure the quality of education provided. educational administration is a way of interacting with people, and involves the power and art of management, the methods of institutional management and so on. Specifically, educational administration includes the formulation of an educational policy, ensuring the coherence of the educational process, and managing educational organizations using existing resources (personnel, technology, material and technical bases, information and financial resources, organizational structures, etc.). Educational administration is a process of whole-process management aimed at ensuring effective and high-quality training and education for individuals by optimizing the educational process itself and its component elements.

Barbara Sporn (2003, p.97) proposed that higher education administration is a complex work. Changes in university environment will lead to changes in management process and management structure. Higher education management includes: governance, leadership, administration and other elements.

Ke Youbin (2002, p.27) proposed that higher education administration involves the management of students and teachers. The management of students should pay attention to the quality education of students, and the management of

teachers should pay attention to the combination of institutional management and non-institutional management. The establishment of management system is the basis of school management, but the implementation of the system is the key to school management.

Serhii Serhiiovych Dieniezhnikov (2021, p.66) proposed that the concept of higher education administration involves the institutionalization and standardization of quality management in higher education institutions. The authors developed a model of quality management, which is presented at the levels of: subsystems of management approaches, theoretical and methodological foundations, the value of the components and factors of education of different nature; defined a system of principles of internal quality management of higher education, aimed at performing a regulatory function at the general scientific, strategic, practice-oriented, technical, specific scientific and factor levels; an algorithm for building an education quality management system in a higher education institution is presented.

Sreeramana Aithal (2015, p.22) proposed that higher education administration involves the governance, leadership and management of institutions to ensure quality in terms of curriculum, teaching, research, infrastructure and governance. The four functions of higher education are: 1) to prepare students for research and teaching; 2) to provide highly specialized training courses adapted to the needs of economic and social life; 3) to be open to all, so as to cater to the many aspects of lifelong education in the widest sense; 4) to promote international cooperation through internationalization of research, technology, networking, and free movement of persons and scientific ideas.

In conclusion, educational administration involves various contents and links. It is an important guarantee for the orderly operation of schools or educational institutions, the improvement of educational quality and the promotion of educational equity. It mainly includes the contents of educational resource management, educational quality management, teacher team construction, student management and service, educational resource management, educational evaluation and supervision, the promotion of educational informatization and campus safety management. Administrators need to consider the overall and long-term development of education, constantly optimize the administration process and

improve administration efficiency, and provide a strong guarantee for the development of education.

Concept and Theory of Talent Introduction

Talent is the backbone of economic and social development. The definition of talent is broad, and the words related to talent in English are: talent, human resource, human capital, etc. And the relevant definitions involve ability, knowledge, contribution and so on. In 2010, China issued the Outline of “National Medium and Long-Term Talent Development Plan Outline 2010-2020”, which elaborated the concept of talent: "Talent refers to those who have certain professional knowledge or special skills, carry out creative labor and make contributions to society, and are workers with high ability and quality in human resources." The researchers consulted the literature on talent, talent management, talent introduction and so on, and made a review, as follows:

Definition of talent

Thodore W.Schultz (1961, p.3) proposed the concept of human capital. Human capital is defined as the accumulation of knowledge, skills, experience, and intelligence possessed by individuals or collectives through education, training, and health, among other means. It is regarded as an investment, similar to how businesses invest in physical capital (such as machinery and equipment). This investment has the potential to enhance both individual and societal productivity and economic development. The author extensively explored the theory of human capital and emphasized the significance of education and research in enhancing human capital.

James O 'mckinsey (1997) proposed that talent is defined as the best and brightest group - the top 10% of outstanding employees in the compensation system, and talent is the first resource. In the report "Good people are worth fighting for", the concept of "Talent War" was first put forward, and countries began to compete for talents. In the era of knowledge economy and information economy, talent has become a key factor to solve the bottleneck problem of national development and enhance international competitiveness. Human resource not only becomes the object of common competition between developed countries and less

developed countries, but also causes all countries to implement the policy of talent competition.

Eva Gallardo (2013, p.290) proposed that the concept of talent can be summarized and sorted out from the two aspects of "subject" and "object". From an objective perspective, talent is considered to be a trait, a commitment to the job and the organization, and to be matched to the job. From the subjective approach, there is the view that organizational success comes from groups, and that everyone can be successful under certain circumstances. Another view is that only the best people in an organization are considered talent.

Michael R. Williams (2000, p.6) proposed that talent is a person who can show exceptional ability and achievement in the conventional field or in the professional field. Talent is not only individuals with high skills and professional knowledge, but also those who contribute greatly to the organization, can continuously create value, and have the potential and motivation. The author emphasizes that good talent is an important factor in the success of an organization, and attracting and retaining these talents is crucial for the competitiveness and long-term development of an organization.

Luo Hongtie (2005, p.18) proposed that talent refers to those who have good inner quality and can continuously achieve creative labor results under certain conditions, and have a great impact on the development of human society.

Ed Michaels (2001, p.28) proposed that talent need to possess some unique skills, and excellent talent can bring innovation and competitive advantage, and promote the continuous growth of enterprises. Through a large number of studies and case studies, the author deeply discusses the importance of talents in organizations, the value and impact of talents on enterprises, and the competition and management of talents in the business field.

Dave Ulrich (2012, p.55) proposed that the concept of talent is multi-dimensional and put forward the formula of talent "Talent = competence × commitment × contribution". Leadership development is not only about developing future generations of leaders. It's also about self-development.

Tansley (2007) proposed that the essence of talent is "people". From the perspective of talent management, talent is a group that gives full play to performance and makes contributions.

Chambers E G (1998, p.44) proposed that "BETTER TALENT IS WORTH FIGHTING FOR", talent needs to have strong suitability and quick decision-making ability, therefore, talent is the elite in the organization. At the top of the organization, the ability to adapt, to make quick decisions in situations of high uncertainty, and to navigate painful change is critical.

Roser Salvat (2008, p.28) proposed that talent can be defined as a social asset, attributable to different kinds of groups (people, organisations, associations, clusters, regions) with competitive value, intimately related to other factors and eventually linked to keeping and making progress in our life conditions. It is synonymous with competence, ability, aptitude and qualification.

Zhang Weidi (2017, p.661) proposed that university talent referred to individuals with advanced knowledge and skills who contribute to the development and innovation of the school. Talent is an important guarantee for the development of universities. The introduction of returned talents plays an extremely important role in enhancing the strength and expanding the international influence of a university, and the development of a university cannot be without talents.

Wu Xuan (2018, p.258) proposed that university talent referred to those who have special skills and expertise in their professional field and make contributions to the teaching, scientific research and overall development of the university. These individuals are sought after by universities to improve the level of teaching, optimize disciplinary structure, and enhance research capacity. The introduction work of high-level talents is fundamental to the intelligent development strategies of universities and plays a core role in improving the level of teaching, optimizing disciplinary structure, and enhancing research capacity. In view of the problems existing in the introduction of high-level talents in Chinese universities, the author tries to discuss how to attract, retain and retain talents.

Qiu Weijun (2011, p.121) proposed that university talent referred to who possess exceptional skills, knowledge, and experience in their respective fields. In the context of universities, high-level talents are individuals who have made significant contributions to research, teaching, and academic leadership. The author believes that talent plays a key role in the development of university, and the establishment of talent management mechanism is the core of talent management in university.

Zhu Deli (2008, p.112) proposed that university talent referred to experts with high attainments and leading role in a discipline or professional field of natural science, social science or engineering technology, and with senior professional and technical positions. University talent is the disseminator of knowledge, culture and science and technology, which refers to the elite in the talent team, including: excellent experts, academic leaders, personnel with senior titles, and people who have obtained doctoral degrees. The value of high-level talents includes three aspects: high-level talents' views on the essence of value, value relationship and value consciousness; High-level talents' views on their own value; High-level people's ideas about the value of other things.

Zhang Jin (2011, p.165) proposed that university talent referred to people who have certain professional knowledge or specialized skills in universities, carry out innovative labor and make contributions to the society, and are workers with high ability and quality in human resources. High-level talents are those who have made significant creations or made significant contributions, and are senior talents who have been evaluated and confirmed by relevant parties within a certain time and space, contributed to the development of a certain field and are in a leading position, and are playing a leading and leading role.

In conclusion, talent means individuals who have outstanding talent and excellent ability in a specific field or multiple fields. The definition of a talent may vary in different cultural, social and historical contexts, but the universally agreed core characteristics are its extraordinary talent, knowledge, skills and potential. The talents in this study mainly refer to the high-level talents needed by universities, which are different from the talents in other fields of society. University talents refer to the talents who play a leading role in the construction and development of universities, are generally the core forces of university disciplines, and can represent the level of university education, teaching, scientific research, social service and cultural inheritance. The university talents have the following characteristics: the identity is the university teacher; Have a high level of education; Have strong professional quality and ability.

Importance of talent

Roberta Comunian (2021, p.21) proposed that talent is essential for urban economic growth and productivity, and that attracting and retaining talent is essential for urban development. The presence of talent is linked to increased productivity and wealth generation in cities. The authors also highlight the importance of universities, knowledge institutions, and other amenities in attracting and retaining talent locally. The paper reflects on the impact of crises, such as the global financial crisis of 2008 and the Covid-19 pandemic, on talent and urban productivity. Overall, the paper emphasizes the need for policymakers to prioritize talent attraction and retention strategies to promote economic growth and development in urban areas.

Patrick Kim (2012, p.927) proposed that the importance of talent or human capital for the success of any organization. The authors suggest that better talents can differentiate higher performance organizations from the rest, and talent management is critical for business excellence and success. The paper discusses the process of talent selection and management, which involves injecting new talents and developing human resources in a continuous and natural way. The authors also highlight the role of core values, such as those found in Confucianism, in enhancing talent selection and management.

H.G. Van Dijk (2008, p.385) proposed that an organization's most important resource is its human resource, and talent is the product of ability, motivation, and opportunity. The authors suggest that talent management can be a strategic approach to attract, retain, develop, and transition human resources. Therefore, the paper highlights the importance of talent in organizations and how it can provide a competitive edge. The paper also highlights the importance of instilling the talent management mindset at all levels, integrating talent management in recruitment strategies, and growing leaders in organizations.

Luba Tomcikova (2020, p.5) proposed that talent is important for businesses as it plays a crucial role in maximizing business performance and is becoming a major trend in global human resource management. The paper emphasizes the importance of leading and developing talented employees, as they are the future of every business. It also suggests that businesses must work to attract and retain talented employees to succeed in today's fast-changing world.

Thai Dinh Do (2020, p.3) proposed that the importance of talent retention and how talented individuals are considered a source of competitive strength. The authors emphasize that human capital is increasingly becoming a valuable source of organization. The paper suggests that managers need appropriate talent management methods to retain talented individuals because they are rare, precious, and difficult to replace. Therefore, the role of talent is crucial in the success of an organization, and retaining talented individuals is essential for an organization's growth and competitiveness.

Marc Cowling (2017, p.178) proposed that universities play a significant role in attracting and retaining talent, which contributes to economic growth and knowledge creation in cities. The author examined how universities play a role in the growth and development of cities by creating talent and stimulating knowledge-based industry activity and suggested that universities play a wider role in the growth and development of cities, but there are large discrepancies in the subsequent spatial distribution of the talent they create.

Jiang Yan (2015, p.162) proposed that the introduction of talent by universities can improve the quality of teachers and promote the rapid and healthy growth and development of teachers. Talent introduction refers to the process of recruiting and bringing in new talent to an organization. In the context of higher education institutions, it involves hiring new faculty members who can contribute to the institution's teaching and research goals. The paper emphasizes that the follow-up growth and development of talents introduced are not just limited by self-quality and ability, but also restricted by discipline platform, team support, and cultivation measures. Therefore, it is important for higher learning institutions to combine the specific rules of talent growth of higher learning institutions and actual conditions to do follow-up work of talents introduced well. This can be achieved through continuous innovation of talent development mechanism, enhancement of team building, cultivation of teaching and scientific research, and active completion of service assurance.

In conclusion, the importance of talent to the university is crucial, which is reflected in: to fulfill the educational mission; Conducting scientific research; Promoting innovation and entrepreneurship; Enhancing academic reputation; Provision of social services; Promote academic exchanges and other aspects.

Definition of Talent Management

Chawla Chanchal (2021, p.793) proposed that talent management is a continuous process of attracting, retaining, and developing high-quality employees to enhance business performance and client satisfaction. The role of talent management is to create a motivated workforce that will stay with the company in the long run. Talent management helps employees feel involved, skilled, and encouraged, allowing them to put effort into their work to achieve the company's business goals. This, in turn, increases business performance and client satisfaction. The paper emphasized the importance of talent management in creating an enthusiastic workforce and recommends future research to advance the field of managing talent.

Maha Al Dalahmeh (2020, p.115) proposed that the concept of talent management refers to the practices and functions of human resources management that are designed to attract, develop, and retain talented employees who can make a vital change in the whole performance of the organization. It involves identifying high-potential employees, providing them with training and development opportunities, and creating a work environment that encourages them to stay with the organization. The paper explains that talent management is still in its initial phase and requires significant theoretical development. The paper provides a clear and short definition of talent management from different perspectives, which can help practitioners and managers to understand the concept and use it to improve the performance of the organization.

Kumari Jagdeep (2016, p.12) proposed that the paper is about Talent Management, which is a part of Human Resource Development. It deals with attracting, developing, and retaining key organizational talent. The objective of talent management is to identify different ways of attracting, developing, and retaining talent. The paper aimed to study the various challenges and trends of talent management and to identify different ways of attracting, developing, and retaining talent. The impact of talent management on employee engagement, retention, value addition, and improved organizational performance has been thoroughly studied and found to have a positive relationship between these factors.

Dana L.Ott (2018, p.16) proposed that talent management refers to the process of attracting, developing, and retaining skilled employees who can contribute

to an organization's success. The paper discusses talent retention, which is a critical aspect of talent management, and identifies ways in which organizations can improve their talent retention. A review of the literature on talent management literature identifies four ways that organizations can improve their talent retention: developing a solid organizational culture and strong values, providing applicable and dynamic training, fostering an engaging work environment, and offering clear and suitable career advancement opportunities.

Mashoshyna Nataliia (2021, p.17) proposed that talent management concept is the most consistent with the task of developing human resources for a higher educational institution. Talent management refers to the process of identifying, attracting, developing, and retaining talented individuals who can contribute to the success of an organization. In the context of higher education, talent management involves identifying and nurturing the potential of teaching staff, scientists, and administrative staff to enhance the quality of education and research. The authors recommend the creation of a Coordination Council for the development of the university's human resources and the development of the concept of the Center for Personnel Development to provide access to a new level of talent management at the university.

Ismie Roha Mohamed Jais (2021, p.9) proposed that the development process of talent management in higher education institutions. Talent management is important because it helps organizations to identify and develop the skills and abilities of their employees. In the context of higher education institutions, talent management is crucial for identifying and developing the leadership competencies of future leaders. The paper identifies five clusters of leadership competency skills framework that need to be taken into consideration when selecting future leaders in higher education institutions. These clusters include personnel effectiveness, cognition, leading, impact and influence, and achievement and action.

Mahiswaran Selvanathan (2019, p.257) proposed that the importance of talent management in achieving an organization's goals and objectives. It explains that talent management is a serious challenge in human resource management due to the need for suitable approaches and actions to enhance talent management in fast-growing markets. The paper focuses on the relationship between talent management and three antecedent factors; performance, organizational culture, and

retention, specifically in the context of Information Technology related subjects taught by academicians in Private Higher Learning Institutions in Kuala Lumpur, Malaysia. The paper calls for good human resource practices for lecturers in the teaching profession.

John Annakis (2014, p.163) proposed that the importance of talent management in organizations as a potential source of competitive advantage and sustainability. The paper cited two studies that found a lack of sufficient talent pipeline to fill strategic positions within organizations, which constrained their ability to grow and sustain their business. The paper defined talent management as planning and systematically developing individual staff training, development, and education needs to build a competent workforce in realizing the vision and mission of the company. The authors investigated the nature and extent of talent management related factors on talent management competency for academics in three Malaysian universities and found that Academic's perception of talent identification, talent development and talent management culture relevance are the most important contributors to talent management competence for Academics.

Rhodrick N. Musakuro (2021, p.13) proposed that talent management is crucial for attracting and retaining academic staff, achieving target levels of education and skills development, and ensuring that tertiary institutions accomplish their visions and missions. Talent management is the process of attracting, developing, and retaining skilled employees who can contribute to an organization's success. In the context of the paper, talent management refers to the management of academic staff in the higher education sector, including workforce planning, compensation and rewards, training and development, succession planning, recruitment, selection, and performance management. The paper discusses the challenges faced by higher education institutions in managing academic talent and provides recommendations to address these challenges.

Nicolene Barkhuizen (2024, p.2033) proposed that talent management is to attract, develop, and retain a skilled and competent academic workforce. In the context of South African higher education institutions, talent management is becoming a serious management challenge as it becomes more difficult to attract and retain quality staff members. The paper highlights that job demands are still prevalent for academics without the availability of proper job resources, which has

serious implications for the effective talent management of academic staff. The paper recommends that academic institutions take stock of their current talent management practices and develop appropriate interventions to alleviate incidences of high demands and improve job resources.

Neeta Baporikar (2019, p.36) proposed that talent management refers to the process of identifying, attracting, developing, and retaining skilled and talented personnel in an organization. In the context of higher education institutions, talent management involves recognizing and supporting the abilities of employees, addressing shortcomings in skills and competencies, and providing opportunities for professional development. The role of talent management in colleges and universities is to ensure that the workforce is motivated to perform optimally, leading to improved organizational performance and outcomes. This paper discusses the challenges facing higher education institutions in implementing effective talent management practices and investigates the relationship between talent management and motivation in a Namibian higher education institution.

In conclusion, talent management refers to a series of activities and strategies in human resources of an organization or business aimed at attracting, cultivating, developing and retaining high-quality talent to support the strategic objectives and long-term development of the organization. It covers recruitment, selection, training, motivation, performance management and employee relations to ensure that the organization can have and fully utilize the best talent for its needs, improve employee satisfaction and loyalty, and thus improve the performance and competitiveness of the organization. University talent management is very important to improve the academic level, teaching quality and scientific research innovation ability of the school. Outstanding talent is a key factor in the long-term success and sustainable development of universities, so universities should attach great importance to talent management and provide the necessary support and investment to attract, develop and retain talent.

Definition of Talent Introduction

In 1997, McKinsey put forward the concept of "Talent War" for the first time in its report "Good People are worth fighting for".

BL Lowell (2001, p.91) proposed that talent policy is a broad concept, including many related fields such as immigration policy, education policy, science

and technology policy and innovation policy, and involves many links such as restriction of talent flow, return, cultivation, introduction, compensation, use and residence.

Luo Jiangqi (2014, p.16) proposed that talent introduction can be divided into a narrow sense and a broad sense. In the narrow sense, talent introduction refers to the recruitment process of talents, covering the whole process from the prediction of talent demand to the formal employment of talents. The broad sense of talent introduction not only includes the narrow sense of content, but also includes a series of management work after talent introduction.

Zhou Guangzhu (2008, p.18) proposed that talent introduction initially refers to the introduction of needed talents from abroad, but now it has expanded to the recruitment of talents from outside the region and organization.

Chen Shali (2009, p.107) proposed that the targets of talent introduction include overseas students, high-level talents, scientific and technological talents, overseas talents, etc. From the Angle of talent demand gradient, talent introduction system can be divided into welfare system and development system. Welfare systems include security systems related to meeting basic survival needs, such as household registration, housing, and children's schooling, and development systems include incentive systems to improve professional performance, such as project funding and achievement transformation rewards. With the increasingly fierce competition, the importance of talent system has become increasingly prominent.

Gu Chengwei (2015, p.272) proposed that talent introduction at the national level are macro and strategic, while talent introduction at the local level reflect characteristics such as compatibility with national strategies, coordination with local scientific and technological development, and operational emphasis on detailed rules.

Xiao Qiqing (2008, p.17) proposed that university talent introduction refers to the norms on high-level talent introduction formed by universities under the background of relevant national laws, regulations and policies, including methods, programs, measures and regulations. The university talent introduction is a self-normative education policy within the university, which is a development strategy measure formed in the process of higher education development based on the talent needs of the university's own development, and under the comprehensive

effect of the national higher education policy, university management system, talent market, talent resources and other factors.

In conclusion, talent introduction is a special form of talent flow, which is a process in which the main body of talent demand takes various measures to attract talents to work in the region or organization. The talent demand side should continuously improve the talent environment by giving better preferential conditions or policies to talents, so as to enhance its own attractiveness to talents and achieve the purpose of attracting talents to work in the region or the organization. For universities, talent introduction refers to the process of attracting talents in a purposeful and planned way according to the requirements of their own development strategy planning.

Importance of Talent Introduction

A.Shachar (2006, p.18) proposed out that targeted talent introduction are an effective to gain competitive advantages.

Ufuk Akcigit (2020, p.47) proposed that the importance of talent as a scarce resource and how certain occupations, such as inventors in R&D, require talent to make significant contributions to society. The authors use a new endogenous growth framework with individual-level heterogeneity in talent, frictions, and preferences, and link the model to micro-level data from Denmark to study the impact of education and innovation policies on talent development and career choice.

Song Yonggang (2002, p.35) proposed that the importance of having high quality and high level faculty to fulfill the task of talent strategy. The implementation of the strategy requires a change in the view about talent and emphasizes the idea that human resource is the first resource. The management system and function mechanism of faculty should be ameliorated and perfected according to the principles of openness, mobilization, competition and order. The paper also highlights the need to manage teaching according to regulations which are to be perfected and to attract and cultivate higher level talents continuously.

Yan Fei (2019, p.222) proposed that the development of education ultimately depends on talents, and talents are the fundamental guarantee for the implementation of the strategy of strengthening the school by talents, and the most important resource for sustainable development. The importance of talent

introduction is to gather excellent talents into the development of higher education and further improve the university's school-running strength and competitiveness.

In conclusion, talent is an important part of the human resources of a university, a key factor for the survival and development of a university, and an important guarantee for the university to improve the quality of talent training and the level of discipline construction. Therefore, the effectiveness of talent introduction is related to the improvement of the overall development level and core competitiveness of the school. Especially in ordinary universities, the successful introduction of high-level talents is not only a strategic need to improve the development level of school disciplines, but also an important path for the connotative development of universities.

Concept and Theory of Effectiveness of Talent Introduction

The definition of "effectiveness" refers to the degree of completion of the expected objectives, that is, the measure of the results of the work. Effectiveness usually includes ability, efficiency, quality and benefit. In order to interpret and define the "effectiveness of talent introduction", the researchers analyzed the related concepts and theories such as talent effectiveness and effectiveness talent introduction, and made a review, as follows:

Definition of talent effectiveness

K.Sumathi (2022, p.107) proposed that talent effectiveness refers to the ability of an organization to effectively utilize and maximize the potential of its employees in order to achieve organizational goals and objectives.

Ra'ed Masa'deh (2018, p.139) proposed that talent effectiveness refers to the ability of an organization to maximize the performance and potential of its employees, particularly those who possess exceptional skills and abilities. Talent effectiveness involves attracting, hiring, developing, and retaining highly skilled and talented individuals who can make a significant impact on the organization's performance. It encompasses various aspects such as recruiting, selection, onboarding, mentoring, performance management, career development, leadership development, replacement planning, career planning, recognition, and reward.

Michael Craig (2001, p.203) proposed that talent effectiveness refers to the ability of an organization to attract, develop, and retain employees with the right skill sets and talents for the job. It involves identifying and evaluating employee talents, managing competitive salaries, providing training and development opportunities, implementing performance management processes, and offering retention programs and promotion opportunities. Talent effectiveness is crucial for the success of a company, as it is considered the primary driver of organizational performance. Organizations that invest in talent management are more likely to derive wealth and competitive advantage from their employees. Talent effectiveness is important in addressing strategic issues such as the shortage of talent and employee motivation. Organizations that fail to effectively manage talent may experience high turnover rates and less effective performance, resulting in a waste of resources.

S.Sathyanarayana (2019) proposed that talent effectiveness refers to the ability of an organization to attract, develop, and retain highly talented and skilled employees to achieve its objectives. It is the measure of how well an organization's talent management strategies and practices contribute to the success and sustainability of the organization. Talent effectiveness can be assessed by evaluating factors such as employee satisfaction, engagement, productivity, and intention to stay in the organization. In the context of the Indian manufacturing sector, the major determinants of talent effectiveness include supervision, compensation management, job engagement, innovation, open climate, career development path, organization environment, and quality of working environment.

In conclusion, talent effectiveness refers to the ability of an organization to effectively manage and utilize its talent resources to achieve its goals and objectives. It involves the strategic acquisition, development, and retention of talented individuals who possess the necessary skills, knowledge, and competencies to contribute to the organization's success. Talent effectiveness is crucial for the recruitment process in higher education institutions as it ensures that the right individuals are selected and hired for the available positions. It also involves the implementation of talent management practices such as talent acquisition, talent development, and succession planning, which are found to be strong predictors of the effectiveness of the recruitment process in higher education institutions.

Definition of effectiveness of talent introduction

Luo Liangmei (2021) proposed that the effectiveness of talent introduction refers to the degree to which the introduction of new talents contributes to the overall success and development of an industry or organization. It is a measure of how well the talent introduction mechanism is able to tap into and utilize the skills and capabilities of the introduced talents. The flexible talent introduction mechanism aims to promote the flow of talents and unleash their potential, thereby enhancing the industry's competitiveness and growth. The research paper focuses on analyzing the problems and causes of talent introduction in the airport industry in G City and proposes innovative solutions to improve the effectiveness of talent introduction. These include innovations in the talent policy system and talent introduction methods, as well as risk aversion strategies.

Li Gang (2011, p.29) proposed that the effectiveness of talent introduction refers to the measure of how successful the process of introducing new talent into an organization is in terms of achieving the desired outcomes and goals. Effectiveness of talent introduction is crucial for organizations as it brings several benefits and contributes to their overall success. It also helps in building a diverse and inclusive workforce, which can lead to increased creativity, collaboration, and productivity.

Wen Huwei (2019, p.954) proposed that the effectiveness of talent introduction refers to the degree to which the policy of attracting talented individuals to a specific location is successful in achieving its intended goals. Talent introduction is important for cities and regions as it can contribute to economic growth, innovation, and competitiveness. Effective talent introduction policies can attract skilled individuals who can bring new ideas, expertise, and investment to a location, leading to job creation, increased productivity, and overall development.

Wilcox Mark (2016, p.87) proposed that the effectiveness of talent introduction refers to aligning the business's approach to talent with the strategic aims and purpose of the organization, with the core rationale being to have a direct positive impact on the organization's goals. The effectiveness of talent introduction is important because it aligns the business's approach to talent with the strategic aims and purpose of the organization, ensuring a direct positive impact on the organization's goals. It helps in linking the development of a talent strategy with the

achievement of a business strategy, creating a clear connection between HR's actions and the business's results.

Zhang Huiqin (2019, p.10) proposed that the effectiveness of talent introduction refers to the degree to which talent introduction policies and measures are successful in attracting and integrating talented individuals into a specific region or organization. Effective talent introduction policies can address skill shortages, enhance competitiveness, and stimulate economic activity. Successful talent introduction can result in increased productivity, improved performance, and the development of a talent pool for future needs.

In conclusion, effectiveness of talent introduction refers to the efficiency and quality of talent introduction, which is the direct and indirect result of university talent introduction activities. Among them, the direct results include: the quantity, quality, structure and other macro characteristics of talent introduction; Indirect results refer to the benefits and values that can be brought to the university due to the play of the role of talents after the introduction of talents.

Characteristic of effectiveness of talent introduction

Human capital theory

Theodore Schultz first introduced the concept of Human Capital Theory in 1960, which was further developed by Gary Becker. This theory defines human capital as the skills, knowledge, and experience possessed by individuals through education, training, and health conditions. It emphasizes that education and training are the primary forms of investment in human capital, as these factors enhance an individual's labor productivity and their ability to create value. This theory not only underscores the importance of education but also emphasizes national policies related to human capital investment for driving long-term economic growth and societal progress. The core principles of the Human Capital Theory can be summarized as follows: firstly, it highlights that an individual's human capital, including knowledge, skills, and abilities, is the most crucial resource. Secondly, it posits that investments in human capital offer higher potential returns compared to investments in physical capital, leading to significant improvements in productivity. Lastly, it asserts that education is the primary means of investing in human capital, enhancing an individual's competitiveness and economic efficiency in the labor market. In the realm of research on human capital investment, Schultz put forth a

critical proposition: that developed countries achieve economic and technological leadership primarily through multifaceted investments in human capital. These investments encompass formal education, adult education, skill development through training, improvements in healthcare, and facilitating the mobility and migration of individuals. The central idea of this theory is that by nurturing and enhancing people's knowledge, skills, and health, nations can better respond to global economic competition and attain a leading position in economic and technological advancements. This multi-level investment in human capital plays a pivotal role in enhancing workforce quality and productivity.

In the late 1980s, economists Lucas (1989) and Romer (1990) further enriched and developed the theory of human capital. They introduced the concept of human capital into economic growth models, with the aim of investigating the close relationship between human capital and economic growth. This initiative provided deeper insights, emphasizing the pivotal role of factors such as knowledge, education, and innovation in shaping a nation's economic growth and development.

In conclusion, the core of the human capital theory revolves around the concept of "input and output." The actions taken by universities for talent acquisition, such as offering competitive compensation, housing, research funding, and creating a favorable working environment, can be seen as investments in human capital by the universities. In turn, the recruited talents can contribute to the development of the universities. Therefore, research on the influencing factors of talent introduction in Guangxi universities can also be considered as a study of the universities' investment in human capital in Guangxi to some extent.

Push-pull theory

D.J.Bogue proposed the push-pull theory in 1958. This theory posits that favorable environments exert a pulling force on talent, while unfavorable environments exert a pushing force. When a city's pulling force on talent outweighs the pushing force, it encourages talent to gather there; conversely, if the pushing force is stronger, it leads to talent outflows. The facilitation of talent mobility is the result of the interaction between two different directional forces: on one hand, there are attractive factors that encourage talent to move to a particular location, including a favorable environment and supportive policies in the destination area, which drive talent migration. On the other hand, there are inhibiting pressures that discourage

talent from moving away from a specific location, stemming from negative factors such as economic downturns and a lack of development opportunities in the source area, which constrain talent mobility. The interplay between these two forces determines the direction and intensity of talent mobility.

E.S. Lee (1966) improved on the research of Bogue, G.Mydal, Sovani and other scholars, and then proposed a systematic push-pull theory. This theory proposes that the two forces of push and pull generally exist in both the inflow and outflow places, and neither side can have only one force. At the same time, there are regional differences, cultural differences, policy differences and other intermediate obstacles affecting the flow between the two sides of the flow places. The push and pull factors and the intermediate obstacle factors of inflow and outflow areas affect the result of population flow.

In conclusion, the implementation purpose of the university talent introduction is to strengthen the university's "pull" on talents and weaken its own "push" behavior. From the point of view of inflow, this is the embodiment of universities in Guangxi actively improving the environment for talent introduction, and is a positive factor for promoting talent inflow. By exploring the pull and thrust of universities in Guangxi in the process of the talent introduction, it will help universities in Guangxi in a more targeted way to weaken the adverse factors in the process of the talent introduction, enhance talent attraction and promote the introduction of talents.

Governance theory

The word "Governance" in the West is derived from the Latin *Gubernare*, which originally meant to steer or steer a ship, and was later extended to mean to guide, manipulate, and control. The purpose of governance refers to the use of power in various institutional relations to guide, control and regulate the various activities of citizens in order to maximize the promotion of public interests. Rhodes (2000), a leading figure in governance theory, summarized governance theory as follows: corporate governance, new public governance, good governance, inter-state interdependence, governance of social cybernetics, governance as a new political economy, and network governance.

Gerry Stoker G (1998) summarized the content, views and value orientation of the theoretical system of governance in five aspects: pluralistic governance, social

participation, rights sharing, independent governance, and innovative governance tools.

Jan-Stefan Fritz (2010) described five principles of good governance from the perspective of good governance: participation, accountability, openness, effectiveness and coherence.

These views have some commonalities in the core, but each emphasizes different aspects. The definition and basic propositions of the comprehensive governance theory can sum up the following core meanings of the governance theory: 1) Multiple governance subjects. Governance theory emphasizes the pluralism of governance subjects. Traditionally, the government is the only main body, but now the main body of governance is no longer limited to the government, including local governments, social organizations, the private sector, and citizens who actively participate in public affairs can become the main body of governance. 2) Multiple interactive structure. Governance theory emphasizes that governance structure is a multi-interaction model. In the governance environment, various governance actors share common goals and build a multi-interactive network structure through voluntary cooperation, resource sharing and negotiation. 3) Consultation, negotiation and cooperation. The way governance works emphasizes consultation, negotiation, and cooperation. Instead of relying on traditional bureaucratic commands and controls, objectives are achieved through pluralistic consultation, cooperation, and joint efforts among various governance actors. Together, these perspectives emphasize the pluralistic, cooperative and interactive nature of governance. Governance is no longer a single, vertical system, but a more open, flexible, participatory process involving multiple governance actors and resource sharing to jointly solve social problems and achieve goals. This new governance model aims to better adapt to the complexity and changes of modern society.

In conclusion, governance theory means the study and analysis of power, decision-making, management, cooperation, and control in systems such as organizations, societies, or states. Governance theory is widely used at different levels of organizations and society, including governments, universities, enterprises, non-profit organizations, etc., to explore how to effectively manage and operate these systems. University governance theory is a subject field that studies the

internal organization and management mode of higher education institutions. It focuses on the internal power distribution, decision-making mechanism, organizational structure, resource allocation and so on. Talent introduction is not only affected by the macro social environment, such as political, economic and demographic conditions, but also by the micro internal environment of the employer, such as management style and incentive mechanism. It can be said that government efforts alone are far from enough to attract talents, so governance theory provides a comprehensive research framework for talent introduction. This framework takes into account a variety of factors and helps to understand and optimize the complex process of talent acquisition.

This chapter first clearly defines the scope of the research and related concepts, including education administration, talent, talent introduction, effectiveness of talent introduction and so on. Then, a comprehensive review and analysis of the key theories supporting the research of effectiveness of talent introduction optimization, including human capital theory, push - pull theory and governance theory. These theories provide an important theoretical basis for the research, and provide a solid theoretical basis and methodological framework for the follow-up research. Finally, based on the understanding of these theories, the "push-pull theory" is chosen as the main theoretical basis, and the five key factors affecting the talent introduction effectiveness are summarized. The reason is that push-pull theory is a theoretical framework used to explain talent mobility and migration, including why people choose to leave their original place of residence (Push) and why they choose to move to a specific destination (Pull). Using this theory, researchers can better analyze the driving factors behind talent demand and talent flow, and extract key factors affecting talent introduction policies, laying a foundation for subsequent research.

Table 2.1 The results of the synthesis of effectiveness of talent introduction characteristics

Author/Characteristics of effectiveness of talent introduction	Scientific research resources	Salary and benefits package	Assessment mechanism	Promotion of professional title	Talent support measures	Introduce modes and procedures	cultural difference
D.J. Bogue (1958)		√			√		
E.S. Lee (1966)		√			√		√
Paul Sparrow (2010)	√	√			√		
Catriona Paisey (2016)	√			√	√	√	√
Marieke van den Brink (2013)	√	√	√		√	√	
David G. Collings (2009)	√		√		√		
Zhou Ying (2004)		√	√	√	√	√	
Zhan Hui (2020)	√		√		√	√	
Wu Fan (2014)	√	√	√		√	√	
Pang Hongshen (2018)			√	√	√	√	
Xiao Qiqing (2008)	√	√	√				√
Su Jialin (2021)	√	√		√		√	
Total	8	8	7	4	10	7	3

According to table 2.1, the researchers analyzed and synthesized documents, concepts, theories, and researches related to effectiveness of talent introduction, which consisted of D.J. Bogue (1958), E.S.Lee (1966), Paul Sparrow (2010), Catriona Paisey (2016), Marieke van den Brink (2013), David G. Collings (2009), Zhou Ying (2004), Zhan Hui (2020), Wu Fan (2014), Pang Hongshen (2018), Xiao Qiqing (2008), Su Jialin (2021). The researcher used the criteria to consider the corresponding characteristics. To use as a framework for research in this study. By selecting

characteristics with a frequency of 7 or more. Which can be synthesized in 5 characteristics as follows:

1) scientific research resources, 2) salary and benefits package, 3) assessment mechanism, 4) measures talent support, and 5) introduce modes and procedures.

Concept of effectiveness of talent introduction

According to the push - pull theory, the forces affecting talent introduction are divided into thrust and pull. For the introduction of universities, in order to attract the talents they need, it is inevitable to increase the "pull" and reduce the "push" to attract talents.

Zhou Ying & James Fredericks Volkwein (2004, p.139) incorporated personal job satisfaction into the research model when studying the factors affecting the mobility tendency of university teachers. It is believed that organizational characteristics (such as institutional control, institutional scale, personnel policy and employee welfare, etc.), personal characteristics (such as gender, age, education level and marital status, etc.) and work experience (such as tenure, title, etc.) are the main aspects that generate internal thrust. These three factors directly affect teachers' job satisfaction and perception of organizational environment, thus affecting teachers' mobility tendency. External pull factors include the job market, external benefits (such as salary and benefits, promotion opportunities), research opportunities, teaching opportunities, and other family factors.

In 2010, Guangxi issued the Outline of Medium and Long-term Talent Development Plan of Guangxi Zhuang Autonomous Region (2010-2020), the document puts forward the guiding principles of Guangxi's talent development: service development, talent priority; System innovation, emphasis on use; High-end guidance and comprehensive drive. In the introduction of talents, we should pay attention to the innovation of the system, and focus on the use of talents, give full play to the role of various talents as the fundamental task of talent work, and fully respect the labor and creation of talents. Focusing on the play of the role of talents and the embodiment of the value of talents, we will vigorously promote the system innovation of talent attraction, training, evaluation, selection, mobility, incentive and guarantee. Build a platform for work and entrepreneurship, create a relaxed development environment, improve the efficiency of the use of talents, form a

system and mechanism conducive to the all-round development of people, and maximize the innovation wisdom and creative vitality of talents.

Therefore, based on the push-pull theory with the programmatic documents of Guangxi's talent development plan, researcher extracted five key variables improving the effectiveness of talent introduction from the perspective of university talent introduction, which are as follows:

Scientific research resources

Universities have scientific research resources, including laboratory equipment, research funding, and collaboration opportunities. This is very important for attracting scientific talent. The scientific research resources of the university are of great significance to the development of talents, the promotion of scientific research and academic progress.

Marieke van den Brink (2013, p.180) proposed that talent management is a key strategic issue in university human resource management. By studying the recruitment and selection practices of academic talent in the Netherlands, the authors identify three key factors in university talent introduction and management: transparency and autonomy, resource allocation, and equality and homogeneity. There are also differences in how these factors play a role in the talent introduction process.

Su Jialin (2022, p.65) proposed to improve the scientific research facilities of local universities and scientific research institutions, create a good scientific research atmosphere, and provide sufficient space for talents to display. Actively promote the construction of national or provincial key laboratories, relying on the national and provincial key laboratories, as well as the existing scientific research and innovation platforms, key discipline platforms and other scientific research foundations of local universities in Guangxi, and actively introduce, train and set up higher-level high-level talent teams to improve the overall scientific research and innovation ability of universities.

Xiao Qiqing (2008, p.120) proposed that talent introduction policies and means should match with university conditions. In the process of perfecting talent introduction policies, the effect of talent introduction policies not only depends on the basic conditions such as school running conditions, school environment, school location and school social influence, but also on the implementation of relevant

policies and means in the introduction policies. The scientific research resources provided by the school for talents are also one of the key factors, such as: research start-up costs, research teams, laboratory equipment, etc.

Han Yuzuo (2010, p.147) proposed that hardware platform is the key for talents to achieve early results, and a good environment is the basis for their innovation ability to give full play. When universities introduce overseas high-level talents, in addition to setting up special funds to allocate advanced scientific research equipment for talents and their teams, and giving discipline leaders greater autonomy in team management and team personnel recruitment, they should also make full use of the original key projects of the university to provide research platforms; Use national or provincial key disciplines, key laboratories, etc., to build laboratory platforms.

Wang Pengli (2021, p.8) proposed that a good incentive mechanism can enhance the enthusiasm and creativity of talents in work. Through the comparison of three universities in Beijing, Shanghai and Guangxi, it can be seen that universities located in southern China can make up for the shortage of their own regional resources by greatly investing in the salary of high-level talents and scientific research funds. If universities want to enhance the attractiveness of high-level talents, they should optimize the incentive mechanism of talent introduction to attract talents to stay.

In conclusion, scientific research resources the various hardware and software conditions provided by universities for talent to conduct scientific research. These resources aim to facilitate high-quality scientific research and academic exploration in various disciplinary fields, thereby enhancing the university's research capabilities. Scientific research resources typically encompass the following aspects: research start-up funds, research facilities and laboratory equipment, literature resources, scientific research teams, academic exchange, scientific research cooperation, channels for applying for scientific research projects, supporting funds for scientific research, scientific research management system, scientific research funding reimbursement process, and cash scientific research funds, etc.

Salary and benefits package

The pull factor in the push - pull theory includes economic opportunity, which includes higher salaries and incomes. High salaries and benefits can improve

the quality of life of talents and increase the attractiveness of universities. Salary and benefits package, while having a limited effect on retention, is a key factor in attracting talent flow.

Paul Sparrowz (2010, p.161) proposed that the global talent management problem has become an important research area, talent competition has become very common, and the competition for talent can be subdivided into two main drivers: supply factor and demand factor. Supply factors can include relevant support policies and welfare benefits, and demand factors can include market resources, communication platforms, and so on.

Bai Ling (2020, p.80) proposed that formulating reasonable salary incentive system is not only of great significance to attract high-level talents, but also an important means to enhance the overall competitiveness of universities and promote sustainable development. As the main front of talent gathering, university has also become the main battlefield of talent competition. Competitive salary can encourage talents with rich teaching experience, deep academic attains and strong innovation ability to give full play to their innovation ability. Therefore, in order to attract talents, universities have launched a variety of talent attraction measures, and the continuous innovation of salary system has gradually become the main aspect of the development strategy design of colleges and universities.

Dai Chenglin (2014, p.14) proposed that talent is an important resource for university development. Through the investigation of 16 universities in L province, it is found that the quantity and quality of talent introduction vary greatly among universities, which is related to the factors such as the research platform, treatment and introduction procedures of the schools. Salary and welfare are important factors for the introduction of talents and can play a role. Especially in the background of market economy, the flow of talents is frequent, and the great gap of talent funds among schools directly affects the introduction of talents.

Shi Wanbing (2018, p.610) proposed that the importance of optimizing the living and working conditions for high-level scientific and technological talents as a necessary condition for the construction of such a workforce. The paper suggests that cities can learn from the example of Shenzhen, which has optimized the living and working conditions for talents, including providing housing subsidies and building affordable housing for high-level talents. The paper also emphasizes the need to

provide a good research environment and infrastructure, as well as opportunities for career development and growth.

Lin Dingguo (2006, p.116) analyzed the mechanism of university talent introduction from the perspective of Maslow's need theory, and believed that material benefits attract talents, career development space motivates talents, harmonious working environment can retain talents, and leadership's attention can attract talents. Universities should formulate corresponding systems for the introduction of talents according to the needs of talents at different levels.

In conclusion, salary and benefits package refers to the wages, allowances, bonuses, and other life-related benefits provided by universities to attract and retain talent. Universities offer corresponding compensation based on factors such as the talent's education, professional title, work experience and ability. Salary and benefits package typically encompass the following aspects: salary package, system of bonuses and allowances, housing or housing subsidies, spousal placement, children's education, medical care services, talent management service, cash delivery of talent benefits, and talent treatment system, etc.

Assessment Mechanism

The purpose of assessment mechanism is to urge and motivate talents to complete their work tasks, realize their self-value, and promote the high-quality development of the university. In addition, the introduction of talent assessment mechanism can also motivate and encourage existing teachers to improve their academic and teaching levels, form a benign competitive atmosphere, and promote the progress and growth of the entire academic team.

David G. Collings (2009, p.304) proposed that talent management is still a hot issue in academic circles, and talent management lacks a consistent definition and concept. The author makes a clear and concise definition of talent management from the perspective of talent strategic management, establishes the theoretical model of strategic talent management, and discusses the importance of talent introduction from the aspects of resources and assessment management.

Wang Lili (2016, p.391) proposed that with the expansion of university teachers' scientific research activities and the surge of scientific research results, how to evaluate the scientific research performance of university teachers efficiently, objectively and scientifically has become an important issue that researchers and

administrators are generally concerned about. The enlightenment and reference significance of the research performance evaluation of university teachers are mainly manifested in two levels: school and individual teachers. At the school level, it is mainly reflected in the inspiration and reference to the concept, system, policy and measure of school scientific research management. At the individual level of teachers, it is mainly manifested in promoting teachers' academic professional development, motivating teachers' enthusiasm for scientific research, improving teachers' scientific research performance and self-management ability.

Pang Hongshen (2018, p.4) adopted the summary analysis method and combined with the actual situation of talent introduction for "double first-class" construction in China, and put forward the following suggestions: The existing assessment indicators of imported talents are relatively static, mainly focusing on the assessment of talents before the introduction, and the content of the assessment mainly reflects the achievements and abilities of talents before the introduction. The assessment content is single, and there is a problem that the assessment indicators are not applicable. The talent introduction of "double first-class" universities should be a dynamic process, and the evaluation of the talent introduction should cover three stages: pre-introduction evaluation, in-introduction evaluation and post-introduction evaluation, and the content and indicators of evaluation should also reflect the characteristics of different evaluation stages. At the same time, the establishment of evaluation indicators should also be set up for different levels and different categories of talents, that is, evaluation indicators should be flexible and targeted.

Han Bin (2012, p.10) proposed that there are several problems in four aspects of talent introduction method: talent standard, talent selection, incentive and talent assessment. Among them, the talent standard lacks the scientific classification standard, and the concept of high-level and high-level talent is confused; The talent selection index in the selection method is relatively simple, and the role of peer academic review has not been fully played. The incentive method lacks sound and reasonable incentive mechanism, and the corresponding supporting measures of talent introduction are insufficient; The performance appraisal method lacks the dynamic tracking appraisal mechanism, and the systematic and scientific appraisal system of talents is slightly insufficient.

Hu Yuan (2016, p.142) proposed that talent assessment should focus on the actual output ability and development potential, not only pay attention to the achievements already made, but also look more at the factors such as the scientific research foundation, scientific research ability and progress space of talents. The criteria of talent assessment should adopt different assessment indicators and standards for different types of talents, and apply different assessment methods to make talent assessment more targeted and avoid the "one-size-fits-all" approach of standards; The implementer of talent assessment should be assessed jointly by professional subjects, social subjects and market subjects to avoid the blindness of administration-led talent assessment.

In conclusion, assessment mechanism refers to the set of criteria and processes established to fairly, transparently, and objectively assess the work performance and contributions of talent during their service period. The assessment mechanism should have clear assessment tasks and serve to incentivize talent to engage more effectively in teaching and research activities. Assessment mechanism typically encompasses the following aspects: evaluation of teachers' ethical conduct, evaluation of teaching work, evaluation of scientific research work, evaluation of social service work, talent assessment standards, assessment system for evaluating talents, requirements and procedures for assessments, targets for talent assessments, application of assessment results, and feedback on assessment results, etc.

Talent support measures

From the perspective of push - pull theory, whether it is the pull and repulsion of universities to talents, or the push of individuals to leave universities and stay in universities, it needs to be realized through the perception and decision of talents. Therefore, the concept of professional development of talents is very important to the management of talents in universities. The demand for talent development needs to be supported by universities.

Hou Shijie (2022, p.53) proposed that optimizing the talent introduction include: create a good environment for talent development internally and externally, gradually improve the construction of the environment for talent development of the university, create a good environment for talent development, improve the

reputation and influence of the university at home and abroad, and then enhance the attractiveness of university to high-level talent groups.

Sheng Haibo (2009, p.4) proposed that talents introduced by universities have strong independent consciousness and personality, high self-positioning, and hope to realize self-value and meet their spiritual needs. At the same time, they are rational economic people who pursue the maximization of interests, and seek work with strong pursuit of profit, so the work mobility will be higher. In view of these characteristics, he suggested that universities can develop corresponding talent incentive strategies.

Zhao Yan (2008, p.35) proposed that the flow of talents to universities is affected by internal driving forces, such as treatment, scientific research conditions, development and environment.

Li Weiping (2008, p.31) proposed that if policies meet the economic and social needs of talents, the driving force of policies on talent flow decision-making and return intention will be significantly increased. Therefore, in addition to the quantity and quality indicators of the talent resource team as the key indicators of evaluation, the indicators of talent efficiency, talent effectiveness and talent environment are also selectively included.

Simon (2013) proposed that the effect of talent introduction is closely related to regional infrastructure construction, on the basis of in-depth analysis of regional high-level talent introduction policies. In order to achieve the purpose of introducing high-level talents, it is necessary to improve the regional environment and make it match the demand for high-level talents.

In conclusion, talent support measures refers to the various forms of support and assistance that universities implement to facilitate the career development and overall improvement of talent. These measures are designed to provide introduced talent with a conducive work environment, developmental opportunities, and prospects for advancement. talent support measures typically encompass the following aspects: system for professional titles, system for post appointment, working conditions, training system, spiritual incentives, work atmosphere, organizational identity, talent development planning and guidance, talent development platform, reward and subsidy system, and involvement management, etc.

Introduce modes and procedures

From the perspective of push - pull theory, universities are the main agents of "push" and "pull". Universities should enhance the rationality of talent introduction system, retain a certain degree of relaxation, and introduce talents in a more flexible and efficient way.

Catriona Paisey (2016, p.16) proposed that talent management has been little discussed in relation to higher education. the author focuses on three factors of talent introduction environment and driving factors: the transparency and autonomy of talent introduction, the power of human resources versus regional environment. It is found that the university's strategic priorities are different, the definition of talent is also different, and the university's talent introduction is affected by the complex interaction of related factors.

Wang Ti (2015, p.36) summarized the international talent introduction strategies of American universities, the modes of talent introduction adopted by universities are diverse and can include full-time recruitment, flexible hiring, part-time teaching positions, consultancy roles, etc, and divided them into three forms: 1) Diversified recruitment of international teachers, such as focusing on the integration of multicultural cultures, the "dual-track" employment of full-time and part-time staff, and the optimization of the gender structure of teachers; 2) Adopt open education to recruit overseas students; 3) Form cooperative alliances with institutions in other countries' universities to attract top scholars.

Huang Xiaobin (2022, p.24) proposed that the procedures for talent introduction in universities are standardized and typically encompass several key steps, including formulating talent demand plans, issuing recruitment announcements, screening, conducting interviews, and assessing appointments, etc. The author analyzed the text of the talent introduction policies of 9 "double first-class" universities in western China, and proposed to innovate the concept of talent introduction, strengthen the soft introduction of policies, promote the separation of the right to use talents and the right to own talents, pay attention to the return demand of talents, and adopt diversified talent introduction measures.

Lei Chaoyu (2020, p.187) proposed that the traditional university talent introduction method can no longer meet the development of today's higher education. In order to improve the competitiveness of universities, it is necessary to

adjust the introduction plan of talents to meet the needs of social development. In order to improve their competitiveness, universities should not only make up for the lack of teachers by implementing the method of flexible introduction of talents, but also carry out flexible management of the university's human resources. Both the introduction and management of talents are indispensable. Through scientific talent introduction strategy and good talent management and training programs, we can provide a good development environment for talents.

Mao Dan (2008, p.25) proposed that the current two methods of flexible recruitment of talents in universities. First, "double employment and sharing", that is, introducing talents to perform corresponding tasks in universities but the salary and working conditions and the personnel file relationship of the original unit remain unchanged; Secondly, the "dumbbell" model means that high-level overseas talents retain their existing jobs abroad. At the same time, you can return to your country for scientific research or teaching regularly or irregularly. These two talents the introduced models can realize the sharing of talent resources, but flexible people.

Shi Dandan (2012) studied Germany's policy on the introduction of foreign talents. In order to attract talented people, she proposed to create an incentive mechanism, including: create a level playing field, retain the original status, reduce personal income tax, adopt a special flexible method of household registration for oneself and family members, and set up a small and medium-sized enterprises technology innovation and transfer incentive program. Through these incentive mechanisms to attract talents, give play to the enthusiasm of talents, creativity.

Norzaini Azman (2016, p.316) studied the talent introduction policy of Malaysian universities and proposed that universities can attract, retain and shape talents. Therefore, talent development is related to factors such as policy formulation and policy transition, and determining the orientation of talent policy is the first step to cultivate and introduce talents.

In conclusion, introduce modes and procedures refers to the plan, conditions, processes, and regulations that universities establish to actively attract and select talent. Introduce modes and procedures typically encompass the following aspects: talent demand plan, talent introduction condition, talent introduce mode, talent introduction procedure, recruitment channel, recruitment information, interview

process, selection and investigation of talents, recruitment process, service period for talents, boarding process for talents, and talent introduction methods, etc.

Content of Universities in Guangxi

Guangxi is an autonomous region of China, its capital is Nanning. Guangxi has a number of higher education institutions, including comprehensive universities, normal universities, medical universities, engineering universities, nationalities universities, vocational and technical colleges and other different types of universities. These universities play an important role in the field of education and scientific research in Guangxi and even in southern China. As far as the overall education quality and level of universities in Guangxi are concerned, each university has its own advantages and characteristics in different fields and specialties. Some comprehensive universities, such as Guangxi University, have high visibility and comprehensive strength in the southern region. In recent years, Guangxi's higher education has been greatly developed, with a number of universities covering different disciplines and specialties. With the expansion of higher education, universities are also strengthening teaching quality, teacher construction and scientific research capacity. The following is an overview of 8 universities located in the north, central and south of Guangxi, and a brief introduction to the quality and level of education of these universities:

Guangxi University: Founded in 1928, Guangxi University is one of the largest comprehensive universities in Guangxi. The university offers a wide range of disciplines including arts, sciences, engineering, agriculture, and medicine. Guangxi University has a relatively high reputation among comprehensive universities and holds strong academic influence in certain disciplines in southern China. It boasts a capable faculty and research capabilities.

Guangxi Minzu University: Founded in 1952, Guangxi Minzu University is a comprehensive university focusing on ethnic minority education. The university excels in ethnic minority studies and arts, and plays a significant role in nurturing talents from ethnic minority regions.

Nanning Normal University: Founded in 1953, Nanning Normal University is a comprehensive university specializing in teacher education. The university

demonstrates strengths in teacher education, literature, history, and other education-related fields, emphasizing the cultivation of educational professionals.

Guangxi Medical University: Founded in 1934, Guangxi Medical University is a key medical university in Guangxi. The university has made efforts in medical education and research, with certain achievements in medical and pharmaceutical fields.

Guangxi University of Finance and Economics: Founded in 1960, Guangxi University of Finance and Economics focuses on economics, finance, and management. The university excels in economics, finance, and management, aiming to produce applied talents in economic and management fields.

Guangxi University of Science and Technology: Founded in 1958, Guangxi University of Science and Technology is a university with engineering, science, and management as its core disciplines. The university specializes in engineering and applied science, contributing to the training of engineering and applied science professionals.

Beibu Gulf University: Founded in 1973 and situated in QingZhou, Beibu Gulf University is a comprehensive university with a focus on engineering and technology. The university boasts strengths in engineering and technology, nurturing technical talents to support local economic development.

Hechi University: Founded in 1951, Hechi University is an undergraduate college that emphasizes applied undergraduate education. Hechi University focuses on cultivating applied talents, with an emphasis on serving local economic and social development.

Overall, these 8 universities have different characteristics and advantages, playing important roles in the education and social development of Guangxi and southern China. Educational quality and level are constantly improving, but compared to some developed regions, there are still some challenges. Efforts need to be made to enhance teaching quality, research capabilities, and faculty construction, in order to nurture more outstanding talents for regional and national development.

The level of education in Guangxi is constantly improving, and the government and all sectors of society pay more attention to education. However, due to differences in regional and economic development, Guangxi's education level

still faces some challenges, including balanced development of basic education, quality improvement of higher education and rational allocation of educational resources. The key factors for the improvement of education in Guangxi are increasing the investment in education, improving the management of education and improving the quality of teachers.

The introduction of talents is an important means for universities to promote discipline construction, scientific research innovation and improve teaching level. Guangxi's universities continue to introduce outstanding talents in discipline construction, especially in superior disciplines and strategic emerging disciplines. By introducing teachers with rich academic experience and research background, we will strengthen the construction of teaching staff in related disciplines. In the implementation of the talent plan, Guangxi's universities actively participate in the national and local high-level talent introduction plans. For example, the introduction of outstanding scholars and scientific research talents such as the national "Thousand Talents Plan" and the Guangxi "Hundred Talents Plan" to promote the improvement of the scientific research level of the university. In terms of support measures, the Guangxi government and universities have issued a series of measures to support the introduction of talents in universities, including providing start-up funds for scientific research, housing subsidies, generous salaries, etc., in order to attract more outstanding talents to teach or engage in scientific research in universities in Guangxi.

In conclusion, although universities in Guangxi have made some progress in talent introduction, they still face some challenges. For example, some universities still need to increase their efforts to attract young and middle-aged talents to maintain the vitality and stability of the faculty. At the same time, compared with some developed areas, Guangxi still has a gap in the introduction of high-level talents, so it needs to further improve methods to improve the competitiveness of talent introduction.

Related Research

In order to provide theoretical and practical support for the subsequent research content, the researchers consulted the theories and literatures related to talent introduction and talent introduction efficiency, including the definition of talent introduction efficiency, the factors affecting talent introduction efficiency, the

comparative study of talent introduction and the evaluation study of talent introduction, etc., and made a review, as follows:

Shen Hong (2021, p.83) proposed that higher education institutions can serve as human capital banks that create, store, and utilize talents for innovations in the knowledge economy. The authors suggest that China should make more effort to build an open and sustainable academic environment to boost the innovation-led economy via the talents that have been cultivated, recruited, and retained by higher education institutions.

Wang Sheng (2020, p.48) proposed that the effectiveness of talent introduction refers to the measure of how successful a talent introduction program is in attracting and retaining skilled individuals in a particular industry or region. Talent introduction plays a crucial role in stimulating economic growth and creating new employment opportunities. The effectiveness of talent introduction programs determines their ability to attract and retain skilled individuals in a specific industry or region. Evaluating the effectiveness of talent introduction programs helps identify areas for improvement and provides valuable insights for making these programs more targeted and successful.

Lu Daokun (2010, p.53) proposed that in the work of talent introduction, universities should pay attention to the development of connotation and take the road of "conformal" introduction. To introduce talents based on the construction of key disciplines and scientific research bases; Adhere to the key development, comprehensive consideration, to promote the sustainable development of talent team; Adhere to the improvement of innovation ability as the core of talent work. Specific measures are: 1) Combining disciplines, laboratories and research platforms to introduce overseas high-level talents, "use" and "retain" talents. 2) Constantly innovate the scientific research mechanism and promote the formation of innovation teams.

Wu Fan (2014, p.287) proposed that the introduction treatment is an important part of the talent introduction system, and good talent introduction treatment can attract talents to work in the university. From the perspective of motivation, the author discusses the existing problems in the current university talent introduction system and analyzes the difficulties encountered in the university talent introduction system. In addition, the establishment of the university talent

introduction system should be clear, the talent introduction method must be accurately implemented and fulfilled, and the authority of the talent introduction system can be reflected. In order to attract and retain talents, the management of talent introduction should pay more attention to the timely fulfillment of the introduction commitment and increase the execution of the talent incentive method.

Liu Yang (2023, p.173) proposed that salary is an important means to motivate talents, and the design of compensation should reflect the principle of external competitiveness and the principle of internal efficiency priority. Therefore, according to the characteristics of talents, it is of great significance to formulate personalized salary incentive system. Talent benefits mainly include: paid leave, allowances, housing, spouse work and so on.

Fang Jianhua (2022, p.11) takes policy tools as a research perspective, builds a two-dimensional analysis framework based on policy tools and policy content elements, and makes a quantitative analysis of the text of talent introduction policies through content analysis. In order to effectively achieve the policy objectives of introducing talents, retaining talents and driving development of talents, the talent assessment system and talent assessment mechanism are the key to the construction of talent team. When formulating the talent introduction system, the specific details of the assessment mechanism should be clearly stated to avoid the ambiguity or doubts of the candidates on the content of the introduction system. In addition, in the formulation of the talent introduction system, the retention system should be explained in detail, and the treatment of talents should be implemented in the follow-up, and the scientific management system and sound management system should be taken as the basis and premise.

Lu Yuan (2019, p.149) proposed that talent evaluation should focus on the actual output ability and development potential, rather than just focus on the achievements already made, and the evaluation of talents should be based on factors such as the scientific research foundation, scientific research ability and progress space of talents. The criteria of talent evaluation should adopt different evaluation indicators and evaluation criteria for different types of talents, and apply different evaluation methods and evaluation tools to make talent evaluation more targeted and avoid the "one-size-fits-all" approach of evaluation standards. The

implementer of talent evaluation should be assessed jointly by professional subject, social subject and market subject to avoid the blindness of administration-led talent evaluation.

Li Yan (2019, p.20) proposed that universities should not only pay attention to the introduction of talents, but also pay attention to the cultivation of talents after entering the university, and pay equal attention to the introduction of foreign talents and internal education, create a soft environment for the growth of talents, and produce a joint force to promote the cultivation of talents in colleges and universities, discipline construction and service for local economic development. After entering the university, talents should be given more support in many aspects, such as: pay attention to the cultivation of young talents, formulate effective incentive mechanism and growth plan of young talents.

Su Fan (2019, p.44) studied the talent policy of Guangdong Province, China. She proposed that the less developed areas had a large talent mobility due to the limited funds for introducing talents, few opportunities for talents and imperfect talent reservation mechanism. It is necessary to improve the talent policy from the aspects of improving the policy, innovating the mechanism, building the platform, improving the management and optimizing the service.

Zhan Hui (2020, p.82) analyzed the implementation effect of the university talent introduction method and held that under the traditional concept of talent introduction, the local university talent introduction method was relatively one-sided. Although some aspects of talent were recognized, the overall development of talents was also ignored. Therefore, when introducing talents, universities must break through the shackles of traditional institution models, actively recruit talents from all walks of life, and ensure that more remarkable results can be achieved under the guidance of correct ideas.

Pi Yuyu (2021, p.114) compared the differences in high-level talent introduction between Guizhou and Guangdong, Shanghai, Shandong, Jiangsu, Chongqing and Sichuan in China. She proposed that in order to promote the government to carry out the work of talent introduction more effectively, the government departments should strengthen the publicity of the local talent introduction policy; Employers should introduce talents accurately; We will

implement a multi-dimensional subsidy mechanism to improve the environment for talented people.

Wang Shujuan (2022, p.18) analyzed talent policy texts published by 12 Free Trade Zones (FTZs) in China using Nvivo 12 software. It aims to identify the characteristics and models of talent policy in FTZs and provide theoretical and practical references for policy formulation. The research reveals that FTZs focus on five dimensions of talent policy: innovative talent ideas, diversified and flexible talent introduction, professional evaluation and incentive system, comprehensive talent cultivation, and continuous improvement of talent service. The study suggests that China needs to improve the top-level design of talent policy, establish a talent legal system, enhance international talent introduction, and strengthen talent cultivation.

Mo Suai (2023, p.48) proposed that in order to speed up the construction process of "double first-class" in Guangxi and realize talent gathering, it is necessary to adapt to local conditions, give full play to the guiding role of the government, improve the talent service system, strengthen the cooperation between industry, university and research, jointly build an innovation environment, optimize the evaluation and reward mechanism of scientific research achievements, create a good scientific research atmosphere, innovate talent gathering ideas, and scientifically plan talent gathering strategies.

Jiao Hongbo (2023, p.50) proposed that talent workers in universities should change their ideas, strengthen top-level design, vigorously create an atmosphere of respect for talents, adhere to equal emphasis on management and service, fully tap the potential of talents, and provide talent support for the construction of "double first-class".

Li Qingxing (2021, p.46) proposed that the push-pull theory has good applicability to the analysis of talent flow in colleges and universities. Starting from the push and pull theory, in order to realize the benign management of the flow of talents in colleges and universities, colleges and universities should reasonably position and develop their characteristics, formulate reasonable and legal policies to attract talents, and play the role of "pull" and "stick".

Sun Tao (2020, p.44) proposed that the construction of "double first-class" strengthens the important position of high-level talents in the development of the university, and becomes the external driving force to promote the flow of university

teachers. Teachers are the core elements of university development, so the reform of university personnel system is mainly to establish a teacher management system that ADAPTS to modern universities. Colleges and universities should pay attention to the balance between work and life of teachers, build a humanized, institutionalized and multi-participation organizational culture, ensure that teachers are in the best working condition, and constantly increase the sense of belonging to the school.

Li Pan (2022, p.105) put forward the countermeasures for the introduction of high-level talents in universities and expounded the practical results of the introduction of talents in universities. The countermeasures include deepening the working mechanism of talents and vigorously supporting the introduction of various talents. Innovative talent introduction model, highlighting regional characteristics; We will strengthen the management of high-level personnel and improve exchange services.

Shi Ce (2023, p.123) proposed that the introduction of high-level talents in colleges and universities focuses on "academic background", light on "ability", emphasis on "introduction", light on "assessment", only emphasis on "introduction", light on "service" and other problems. According to the current situation of introduction of talents in colleges and universities, the countermeasures of introduction of talents in colleges and universities are put forward, including: increasing publicity and innovating talent introduction channels; Rational design and planning, targeted introduction of talents in short supply; Innovate the system and mechanism to introduce talents suitable for the development of the school.

Qian Kuan (2020, p.52) proposed that universities should improve the supply of personnel systems, strengthen the construction of teachers, actively advocate team spirit, create an inclusive, mutual assistance and harmonious atmosphere, and guide teachers to closely integrate their personal career development plans with the development goals of the school, so as to realize the organic integration of personal development and school development.

Jiang Xiaoxia (2023, p.32) proposed that there is a shortage of total talents and leading talents in Guangxi universities. The introduction of talents is insufficient, and the cultivation system is not perfect; The talent evaluation method is single, the management mechanism to be improved and so on. Therefore, it is suggested to further optimize from the perspectives of top-level design of high-level and sub-

talents, talent induction and education, innovative evaluation methods, and improvement of talent ecological environment to achieve high-quality development of colleges and universities.

Cui Enkai (2020, p.6) proposed that the competition among universities is the competition among talents. Only by speeding up the pace of the construction of high-level talent team and focusing on building a highland of talent gathering can the core competitiveness of the school be improved and the sustainable development of the school be promoted. The author proposes to broaden the channels of publicity and introduction, strengthen the policy publicity and expand the influence of schools; With the help of relevant policies, flexible platform construction; Carry out the strategy of strengthening the school with talents and further deepen the reform of talent introduction system; To strengthen the humanistic care of high-level talents and other aspects of talent introduction suggestions.

Chen Zuo (2020, p.25) proposed that after the requirement of "double first-class" university construction is put forward, the quality of talents becomes the witness of the strength of universities. At present, the talent introduction work of finance and economics universities has formed a certain model, but there are also many deficiencies in platform, team, treatment and so on. Therefore, in terms of talent introduction mode, we can adopt the mode of "introducing high-end talents and introducing the whole team", deal with the employment mechanism flexibly, adopt the mode of "introducing + introducing intelligence", flexible introduction, set up special positions, and attract domestic and overseas high-level scholars to the university for part-time academic exchanges.

Li Ning (2019, p.73) studied the training policies of science and technology talents in South Korea. In 2006, South Korea implemented the "Basic Plan for Training and Supporting Science and Technology Talents", which has a five-year cycle. Under different historical background and development needs, the key contents of each plan change, and the goals and visions are also different. He pointed out that South Korea attaches great importance to the reform of the education system for the whole life cycle of scientific and technological talents, the implementation of policies covers talents at all stages of growth, and uses international quantitative indicators to evaluate the implementation effect of policies.

Chen Caoyang (2021, p.99) proposed that the formulation of talent introduction policies can promote the development of urban scientific and technological innovation, and talent policies can gather talents and become the main force to promote urban development. The differences of talent policies are mainly affected by the situation of talent resources, industrial structure and economic development strategy.

Fan Xiaoqiu (2021, p.5) proposed that based on the background of the intensification of international conflicts, through comparative analysis of the development trend, introduction force, and support objects of science and technology talent policies in Beijing, Shanghai, Shenzhen, Hangzhou and Suzhou, it is proposed that the formulation of talent policies should rely on the original advantageous industries, vigorously gather leading talents in related industries, and set up a talent pool for science and technology personnel. Learn from various experiences and practices of international and domestic advanced talent policies, integrate the existing scientific and technological talent database, establish a dynamic scientific and technological talent pool, and provide good support for relevant government departments to introduce scientific and technological talent policies.

Eugene Bardach (2023, p.132) proposed feasibility criteria for policy evaluation from the formal dimension of policy: technical feasibility, economic and financial feasibility, political feasibility, administrative operability, social acceptability, and management feasibility.

Wu Shang (2022, p.16) proposed that with the continuous development and expansion of policy theories and policy systems, policy evaluation methods will also be innovated. Domestic and foreign scholars use different methods to evaluate policies, such as: Delphi method, financial macro network method, DEA data enveloping analysis, entropy weight method, grey comprehensive evaluation method, BP artificial neural network, system dynamics model, rooted theory, etc. These methods of policy evaluation have improved the scientificity, rationality and effectiveness of policy evaluation.

Li Fen (2022, p.813) proposed that talent introduction policy evaluation refers to the process of assessing and analyzing the effectiveness and impact of policies and strategies implemented by universities to attract and recruit high-quality talents.

It involves evaluating the success of talent introduction programs, identifying areas for improvement, and determining the overall effectiveness of the policies in achieving the desired outcomes. the paper addresses the challenges faced by universities in talent introduction, such as fierce competition, informationization, normalization of epidemic prevention, and elimination of outdated requirements, and emphasizes the need for efficient talent introduction in the new era.

In conclusion, the purpose of related research is to have a more comprehensive and extensive understanding of the factors affecting talent introduction and optimize the path of talent introduction, so as to provide a basis for administrators to formulate more effective talent introduction measures. Many experts and scholars have analyzed and studied the talent introduction measures implemented by different regions or countries to attract and retain talents, including comparing objectives, strategies and results to understand their effectiveness and identify best practices. The research of relevant scholars has an important reference role for managers to formulate talent introduction methods, which can help managers understand the advantages and disadvantages of different policies, identify successful methods, and learn from the experience of other regions or countries. At the same time, in order to achieve the goal of talent introduction and improve the effectiveness of talent introduction, it is necessary to evaluate and revise the way of talent introduction, so as to determine its advantages, disadvantages and areas that need to be improved.

Chapter 3

Research Methodology

This research focuses on improving the effectiveness of talent introduction of universities in Guangxi. To study the current situation of the effectiveness of talent introduction, formulate and evaluate the guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The researcher have the following procedures.

1. The population / Sample group
2. Research Instruments
3. Data Collection
4. Data analysis

Phase 1: To study the level of the effectiveness talent introduction of universities in Guangxi.

The Population/Sample Group

The Population

The population of this research was 879 administrators from 8 universities in Guangxi. These 8 universities are distributed in the north, central and south of Guangxi, and in the past three years, they have issued talent demand announcements every year, and the number of talents introduced is large.

The Sample Group

According to Krejcie and Morgan's sampling table (1970), the sample group for this phase consisted of 269 administrators from the 8 universities in Guangxi. The selection was made using systematic random sampling and simple random sampling methods.

Table 3.1 Lists of university and sample size

No	University in Guangxi	Population	Sample group
1	Guangxi University	139	43
2	Guangxi Minzu University	128	39
3	Nanning Normal University	116	35
4	Guangxi Medical University	108	33
5	Guangxi University of Finance and Economics	92	28
6	Guangxi University of Science and Technology	100	31
7	Beibu Gulf University	108	33
8	Hechi University	88	27
Total		879	269

According to the data presented in table 3.1, it showed the 8 universities distributed in the north, central and south of Guangxi. These universities include: Guangxi University, Guangxi Minzu University, Nanning Normal University, Guangxi Medical University, Guangxi University of Finance and Economics, Guangxi University of Science and Technology, Beibu Gulf University, and Hechi University.

Research Instruments

Questionnaire

The instrument used to collect data for objective one, which is to study the current effectiveness of talent introduction of universities in Guangxi, was a questionnaire. The questionnaire was designed based on five aspects of talent introduction effectiveness: 1) scientific research resources, 2) salary and benefits package, 3) assessment mechanism, 4) talent support measures, and 5) introduction modes and procedures. The questionnaire consisted of two parts:

Part 1: Survey on personal information of respondents, categorized by gender, age, education background, years of work experience, and level of professional title.

Part 2: Survey on the current situation of the effectiveness of talent introduction in universities in Guangxi. Questions were structured around the

aforementioned five aspects. Data interpretation criteria were based on a five-point Likert scale as follows:

- 5 indicates the highest level of effectiveness of talent introduction
- 4 indicates a high level of effectiveness of talent introduction
- 3 indicates a medium level of effectiveness of talent introduction
- 2 indicates a low level level of effectiveness of talent introduction
- 1 indicates the lowest level of effectiveness of talent introduction

The data interpretation for the Mean is based on Rensis Likert (1932) and is as follows:

- 4.50 – 5.00 indicates the highest level
- 3.50 – 4.49 indicates high level
- 2.50 – 3.49 indicates medium level
- 1.50 – 2.49 indicates low level
- 1.00 – 1.49 indicates the lowest level

Constructing a questionnaire process

The process of constructing the questionnaire was as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to the effectiveness of talent introduction at universities.

Step 2: Developing a questionnaire to assess the current state of effectiveness of talent introduction at universities in Guangxi. The researcher then submitted the questionnaire outline to thesis advisors for review and revision based on their suggestions.

Step 3: The Index of Objective Congruence (IOC) of the questionnaire was evaluated by five experts, resulting in a range from 0.80 to 1.00.

Step 4: Revising the questionnaire according to the recommendations provided by the experts.

Step 5: Distributing the questionnaire for trial use among 30 administrators at universities in Guangxi. The reliability of the questionnaire was assessed using Cronbach's Alpha Coefficient, yielding a value of 0.983.

Step 6: Finalizing the questionnaire. Distributing the questionnaire for among 269 administrators across eight universities in Guangxi.

Data Collection

The data collection for objective one, which is to study the current effectiveness of talent introduction of universities in Guangxi, was conducted as follows:

Step 1: The researcher obtained a letter of request from Bansomdejchaopraya Rajabhat University to collect data from 269 administrators at 8 universities in Guangxi.

Step 2: An online survey was used to distribute questionnaires to administrators at the 8 universities. A total of 280 questionnaires were collected, and after validation, 269 were deemed valid.

Step 3: Reliability and validity analyses were performed on the 269 questionnaires. The Cronbach's Alpha Coefficient was found to be 0.984, exceeding the threshold of 0.9, and the KMO value was determined to be 0.972, surpassing the minimum requirement of 0.8. These results indicate that the questionnaire data exhibited high reliability and good validity, making it suitable for information extraction and further analysis.

Data Analysis

The data analysis in this research involved the use of a package program. The process is outlined as follows:

Step 1: The personal information of the respondents was analyzed using frequency and percentage, and classified by gender, age, education background, years of work experience, and level of professional title.

Step 2: The current situation regarding the effectiveness of talent introduction of universities in Guangxi was assessed in five aspects: 1) scientific research resources, 2) salary and benefits packages, 3) assessment mechanisms, 4) talent support measures, 5) introduction modes and procedures. This analysis was conducted using Mean and standard deviation.

Phase 2: To formulate guidelines for improving the effectiveness of talent introduction of universities in Guangxi .

Key Informations

The interviewees

The interviewees in this research was 16 administrators come from each of aforementioned 8 universities-select 2 administrators from each university. The qualifications of administrators are outlined as follows: 1) at least 6 years of work experience in administrator in universities, 2) have extensive experience in human resource management, 3) graduated with master's degree or above.

Research Instruments

Structured Interview

The instrument for collecting data for objective two, which is a structured interview designed to formulate guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The interview is based on the current situation of talent introduction effectiveness in Guangxi universities and focuses on five aspects: 1) scientific research resources, 2) salary and benefits package, 3) assessment mechanism, 4) talent support measures, 5) introduce modes and procedures. The structured interview is divided into two parts:

Part 1: The personal information of interviewees is categorized by interviewee, interviewer, education background, professional title, work experience, interview date, and interview time.

Part 2: The questions pertain to suggestions for improving the current effectiveness of talent introduction based on five aspects: 1) scientific research resources, 2) salary and benefits package, 3) assessment mechanism, 4) talent support measures, and 5) introduction modes and procedures.

Constructing a structured interview process

The structured interview construction process proceeded as follows:

Step 1: Reviewing and analyzing documents, concepts, theories, and research related to the effectiveness of talent introduction of universities.

Step 2: Based on the questionnaire results, constructing a structured interview focused on suggestions for improving the current situation of the effectiveness of talent introduction across five key aspects: 1) scientific research resources, 2) salary

and benefits package, 3) assessment mechanisms, 4) talent support measures, and 5) introduction modes and procedures.

Step 3: The outline of the structured interview was then sent to thesis advisors for review and revision in accordance with their feedback.

Data Collection

The data collection for objective two, which is to formulate the guidelines for improving the effectiveness of talent introduction of universities in Guangxi, was conducted as follows:

Step 1: The researcher requested an invitation letter from Bansomdejchaopraya Rajabhat University in order to interview administrators from 8 universities in Guangxi.

Step 2: After sending out the invitation letters and determining the interview times, the researcher conducted individual interviews with a total of 16 administrators. These interviews took place either online or face-to-face, depending on the convenience of the interviewees.

Step 3: Following the interviews, the researcher organized and summarized the collected data to ensure accuracy and completeness. The content of each interview was then organized, allowing for identification of commonalities and differences among them.

Data Analysis

Step 1: The structured interview on the guidelines for improving the effectiveness of talent introduction of universities in Guangxi was subjected to content analysis.

Step 2: Based on the literature, questionnaire survey findings, and interview content, formulate the guidelines for improving the effectiveness of talent introduction at universities in Guangxi.

Phase 3: To evaluate the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Key Informations

Expert group

The panel of experts tasked with evaluating the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi consisted of 9 individuals. These experts were drawn from universities as well as the Guangxi education department. The qualifications required for experts from universities included: 1) at least 8 years of work experience in administrator in universities, 2) have extensive experience in human resource management, 3) graduated with doctor's degree, 4) academic title is associate professor or above. On the other hand, the qualifications required for experts from Guangxi education department included: 1) at least 10 years of work experience in administrator in education department, 2) have extensive experience in human resource management, 3) graduated with master's degree or above.

Research Instruments

Evaluation form

The instrument for collecting data for objective three, which is to evaluate the guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The evaluation form is designed based on the guidelines for improving the effectiveness of talent introduction of universities in Guangxi, focusing on five aspects: 1) scientific research resources, 2) salary and benefits package, 3) assessment mechanism, 4) talent support measures, and 5) introduction modes and procedures. The evaluation form is divided into two parts:

Part 1: The personal information of interviewees, categorized by their work unit, educational background, and academic title.

Part 2: An evaluation form regarding the guidelines for enhancing the effectiveness of talent introduction of universities in Guangxi. The data interpretation criteria are based on a five-point Likert scale as follows:

5 indicates the highest level of suitability and feasibility of the guidelines

4 indicates a high level of suitability and feasibility of the guidelines

3 indicates a medium level of suitability and feasibility of the guidelines

2 indicates a low level of suitability and feasibility of the guidelines

1 indicates the lowest level of suitability and feasibility of the guidelines

The data interpretation for the Mean is based on Rensis Likert (1932). The interpretation of the data is as follows:

4.50 – 5.00 indicates the highest level

3.50 – 4.49 indicates high level

2.50 – 3.49 indicates medium level

1.50 – 2.49 indicates low level

1.00 – 1.49 indicates the lowest level

Constructing a evaluation form process

The process of constructing the evaluation form is as follows:

Step 1: Formulate an evaluation form based on guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Step 2: Administer the evaluation form to 9 experts.

Data Collection

The data collection for objective three: to evaluate suitability and feasibility of the guidelines for improving the effectiveness of talent introduction of universities in Guangxi, as following procedure:

Step 1: The researcher requested an invitation letter from the graduate university, Bansomdejchaopraya Rajabhat University in order to evaluate the guidelines.

Step 2: Arrange the evaluation process. Send the invitation letter and evaluation form to 9 experts by email with the purpose of the assessment, the requirements and the time to reply.

Step 3: Summarize and sort. A total of 9 evaluation form, confirm the number of recovery evaluation forms, organize and tally the results.

Data Analysis

The data analysis in this research involved the use of a package program. Specifically, the researcher evaluated the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi. This evaluation was conducted using measures such as Mean and standard deviation.

Chapter 4

Results of Analysis

This research was to study improving the effectiveness of talent introduction of universities in Guangxi. The data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Presentation of data analysis
3. Results of data analysis

The details are as follows.

Symbol and Abbreviations

N	refers to population
n	refers to sample group
\bar{X}	refers to Mean
S.D.	refers to standard deviation

Presentation of Data Analysis

Part 1: The analysis result about personal information of respondents, classified by gender, age, education background, years of work experience and level of professional title. Presented the data in the form of frequency and percentage.

Part 2: The analysis result about the level of the effectiveness of talent introduction of universities in Guangxi. The researcher presented the data by Mean and standard deviation.

Part 3: The analysis result about the interview data about the guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Part 4: The analysis result about the evaluation of suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The researcher presented the data by Mean and standard deviation.

Results of Data Analysis

The researcher analyzed the data in four parts as follows:

Part 1: The analysis result about personal information of respondents, classified by gender, age, education background, years of work experience and level of professional title. The researcher presented the data by frequency and percentage.

Table 4.1 Personal information of the survey respondents

(n = 269)

Classify	Personal Information	Frequency	Percentage
Gender	Male	111	41.26
	Female	158	58.74
	Total	269	100
Age	Under 30 years old	42	15.61
	30-40 years old	140	52.04
	41-50 years old	65	24.16
	51-59 years old	22	8.18
	Total	269	100
Education background	Bachelor's degree	36	13.38
	Master's degree	114	42.38
	Doctor's degree	119	44.24
	Total	269	100
Years of work experience	0-5 years	60	22.30
	6-10 years	92	34.20
	11-15 years	52	19.33
	16-20 years	38	14.13
	20 years above	27	10.04
	Total	269	100
Level of professional title	Primary	49	18.21
	Intermediate	72	26.77
	Deputy Senior	103	38.29
	Senior	45	16.73
	Total	269	100

According to table 4.1, showed that the majority respondents were 111 males, accounting for 41.26%, and 158 females, accounting for 58.74%. The age group of respondents was mainly 30-40 years old for 140 people, accounting for 52.04%, followed by 41-50 years old, under 30 years old, and 51-59 years old was the lowest level for 22 people, accounting for 8.18%. The education background of respondents was mainly doctor's degree for 119 people, accounting for 44.24%, followed by master's degree, and bachelor's degree was the lowest level for 36 people, accounting for 13.38%. The years of work experience of respondents was mainly 6-10 years for 92 people, accounting for 34.20%, followed by 0-5 years, 11-15 years, 16-20 years, and 20 years above years was the lowest level for 27 people, accounting for 10.04%. The level of professional title of respondents was mainly deputy senior for 103 people, accounting for 38.29%, followed by intermediate, primary, and senior was the lowest level for 45 people, accounting for 16.73%.

Part 2: The analysis results of the effectiveness of talent introduction of universities in Guangxi. The researcher presented the data by Mean and standard deviation.

Table 4.2 Mean and standard deviation of the level of the effectiveness of talent introduction in five aspects

(n = 269)

The effectiveness of talent introduction of universities in Guangxi		\bar{X}	S.D.	Level	Order
1	Scientific research resources	3.35	1.23	medium	2
2	Salary and benefits package	3.34	1.25	medium	4
3	Assessment mechanism	3.32	1.25	medium	5
4	Talent support measures	3.34	1.24	medium	3
5	Introduce modes and procedures	3.39	1.22	medium	1
Total		3.35	1.24	medium	

According to table 4.2, found that the level of the effectiveness of talent introduction of universities in Guangxi in five aspects was at medium level ($\bar{X}=3.35$). Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was introduce modes and procedures ($\bar{X}=3.39$), follow by scientific research resources ($\bar{X}=3.35$), and assessment mechanism was the lowest mean ($\bar{X}=3.32$).

Table 4.3 Mean and standard deviation of the level of the effectiveness of talent introduction in scientific research resources

(n = 269)

	Scientific research resources	\bar{X}	S.D.	Level	Order
1	Administrators provide research start-up funds for talents.	3.58	1.24	high	1
2	Administrators provide perfect scientific research facilities and laboratory equipment.	3.30	1.24	medium	6
3	Administrators provide a variety of literature resources.	3.42	1.27	medium	3
4	Administrators have set up a sufficient number of scientific research teams.	3.24	1.12	medium	11
5	Administrators provide sufficient opportunities for academic exchange.	3.39	1.21	medium	5
6	Administrators provide sufficient opportunities for scientific research cooperation with external units.	3.29	1.22	medium	7
7	Administrators provide sufficient channels for applying for scientific research projects.	3.45	1.28	medium	2
8	Administrators provide sufficient supporting funds for scientific research.	3.28	1.24	medium	9
9	Administrators have formulated reasonable and transparent scientific research management system.	3.42	1.25	medium	4

Table 4.3 (Continued)

(n = 269)

	Scientific research resources	\bar{X}	S.D.	Level	Order
10	Administrators have formulated a clear and concise scientific research funding reimbursement process.	3.26	1.23	medium	10
11	Administrators timely cash scientific research funds.	3.28	1.21	medium	8
	Total	3.35	1.23	medium	

According to table 4.3, found that the level of the effectiveness of talent introduction in scientific research resources was at medium level ($\bar{X}=3.35$). Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators provide research start-up funds for talents ($\bar{X}=3.58$), follow by administrators provide sufficient channels for applying for scientific research projects ($\bar{X}=3.45$), and administrators have set up a sufficient number of scientific research teams was the lowest mean ($\bar{X}=3.24$).

Table 4.4 Mean and standard deviation of the level of the effectiveness of talent introduction in salary and benefits package

(n = 269)

	Salary and benefits package	\bar{X}	S.D.	Level	Order
1	Administrators provide competitive salary packages based on different levels of talent.	3.44	1.27	medium	1
2	Administrators enhance talent motivation by providing attractive salary incentives.	3.37	1.21	medium	4
3	Administrators have developed a comprehensive system of bonuses and allowances for talent.	3.27	1.27	medium	9
4	Administrators provide housing or housing subsidies.	3.43	1.23	medium	3

Table 4.4 (Continued)

(n = 269)

	Salary and benefits package	\bar{X}	S.D.	Level	Order
5	Administrators make appropriate arrangements for talented spouses.	3.37	1.26	medium	5
6	Administrators have resolved talent children's education.	3.43	1.28	medium	2
7	Administrators provide excellent medical care services for talent.	3.24	1.29	medium	10
8	Administrators have established a talent management service department.	3.32	1.23	medium	7
9	Administrators timely cash delivery of talent benefits.	3.31	1.23	medium	8
10	Administrators have developed a talent treatment system aligned with its institutional vision and goals.	3.34	1.24	medium	6
11	Universities' talent treatment system have effectively reduced talent mobility rates.	3.22	1.24	medium	11
Total		3.34	1.25	medium	

According to table 4.4, found that the level of the effectiveness of talent introduction in salary and benefits package was at medium level ($\bar{X}=3.34$). Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators provide competitive salary packages based on different levels of talent ($\bar{X}=3.44$), follow by administrators have resolved talent children's education ($\bar{X}=3.43$), and universities' talent treatment system have effectively reduced talent mobility rates was the lowest mean ($\bar{X}=3.22$).

Table 4.5 Mean and standard deviation of the level of the effectiveness of talent introduction in assessment mechanism

(n = 269)

	Assessment mechanism	\bar{X}	S.D.	Level	Order
1	Administrators prioritize the evaluation of teachers' ethical conduct.	3.51	1.31	high	2
2	Administrators prioritize the evaluation of teaching work.	3.44	1.27	medium	3
3	Administrators prioritize the evaluation of scientific research work.	3.60	1.31	high	1
4	Administrators prioritize the evaluation of social service work.	3.28	1.21	medium	6
5	Administrators have formulated talent assessment standards that adapt to the characteristics and differences of different disciplines.	3.16	1.25	medium	11
6	Administrators have formulated an objective, scientific, and fair assessment system for evaluating talents.	3.22	1.20	medium	9
7	Administrators have formulated clear and explicit requirements and procedures for assessments.	3.32	1.21	medium	5
8	Administrators set short-term, medium-term, and long-term targets for talent assessments.	3.36	1.25	medium	4
9	Administrators prioritize the application of assessment results.	3.23	1.19	medium	8
10	Administrators prioritize feedback on assessment results.	3.21	1.27	medium	10
11	Administrators have developed a talent assessment mechanism aligned with its institutional vision and goals.	3.24	1.24	medium	7
Total		3.32	1.25	medium	

According to table 4.5, found that the level of the effectiveness of talent introduction in assessment mechanism was at medium level ($\bar{X}=3.32$). Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators prioritize the evaluation of scientific research work ($\bar{X}=3.60$), follow by administrators prioritize the evaluation of teachers' ethical conduct ($\bar{X}=3.51$), and administrators have formulated talent assessment standards that adapt to the characteristics and differences of different disciplines was the lowest mean ($\bar{X}=3.16$).

Table 4.6 Mean and standard deviation of the level of the effectiveness of talent introduction in talent support measures

(n = 269)

	Talent support measures	\bar{X}	S.D.	Level	Order
1	Administrators have established a incentive system for professional titles.	3.31	1.24	medium	9
2	Administrators have established a incentive system for post appointment.	3.40	1.22	medium	2
3	Administrators provide exceptional working conditions to attract and retain talents.	3.32	1.23	medium	8
4	Administrators have formulated a talent training system following their recruitment.	3.29	1.23	medium	11
5	Administrators prioritize spiritual incentives such as recognition, praise, etc.	3.35	1.27	medium	7
6	Administrators foster a positive work atmosphere.	3.35	1.20	medium	6
7	Administrators prioritize enhancing talent's organizational identity.	3.40	1.23	medium	1
8	Administrators prioritize talent development planning and guidance.	3.31	1.26	medium	10
9	Administrators provide a high-quality talent development platform.	3.36	1.26	medium	4

Table 4.6 (Continued)

(n = 269)

	Talent support measures	\bar{X}	S.D.	Level	Order
10	Administrators have formulated a specialized reward and subsidy system for talents.	3.36	1.22	medium	3
11	Administrators encourage the active involvement of talents in management roles to enhance their motivation.	3.35	1.25	medium	5
Total		3.34	1.24	medium	

According to table 4.6, found that the level of the effectiveness of talent introduction in talent support measures was at medium level ($\bar{X}=3.34$). Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators prioritize enhancing talent's organizational identity ($\bar{X}=3.40$), follow by administrators have established a incentive system for post appointment ($\bar{X}=3.40$), and administrators have formulated a talent training system following their recruitment was the lowest mean ($\bar{X}=3.29$).

Table 4.7 Mean and standard deviation of the level of the effectiveness of talent introduction in introduce modes and procedures

(n = 269)

	Introduce modes and procedures	\bar{X}	S.D.	Level	Order
1	Administrators have formulated a comprehensive talent demand plan.	3.38	1.22	medium	9
2	Administrators have formulated different levels of talent introduction conditions.	3.40	1.22	medium	6
3	Administrators have adopted a flexible and diverse introduce mode.	3.38	1.25	medium	10
4	Administrators have formulated clear talent introduction procedure.	3.41	1.26	medium	3

Table 4.7 (Continued)

(n = 269)					
	Introduce modes and procedures	\bar{X}	S.D.	Level	Order
5	Administrators have implemented diversified recruitment channels to attract talents.	3.38	1.20	medium	8
6	Administrators ensure wide publicity of the recruitment information.	3.40	1.20	medium	4
7	Administrators have formulated standardized talent interview process.	3.47	1.26	medium	1
8	Administrators prioritize the selection and investigation of talents.	3.43	1.18	medium	2
9	Administrators efficiently complete the entire recruitment process.	3.36	1.24	medium	11
10	Administrators have formulated reasonable service period for talents.	3.38	1.21	medium	7
11	Administrators have formulated an efficient on boarding process for talents.	3.40	1.23	medium	5
12	Administrators have formulated a talent introduction method in aligned with the long-term goals.	3.32	1.22	medium	12
Total		3.39	1.22	medium	

According to table 4.7, found that the level of the effectiveness of talent introduction in introduce modes and procedures was at medium level (\bar{X} =3.39). Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators have formulated standardized talent interview process (\bar{X} =3.47), follow by administrators prioritize the selection and investigation of talents (\bar{X} =3.43), and administrators have formulated a talent introduction method in aligned with the long-term goals was the lowest mean (\bar{X} =3.32).

Part 3: The analysis results about the interview data about guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

The structured interview designed based on the current situation of talent introduction of universities in Guangxi and effectiveness of talent introduction in five following aspects: 1) scientific research resources, 2) salary and benefits package, 3) assessment mechanism, 4) talent support measures, 5) introduce modes and procedures. Five questions from the interview are as follows:

1. How to improve the number of scientific research teams at scientific research resources? In addition, what are your suggestions for universities in providing scientific research resources for talents?

2. How to formulate talent treatment system at salary and benefits package to reduce the brain drain? In addition, what are your suggestions for universities in formulating salary and benefits package?

3. How to formulate talent assessment standards at assessment mechanism that adapt to the characteristics and differences of different disciplines? In addition, what are your suggestions for universities in formulating assessment mechanisms?

4. How to strengthen the training of talents after entering the university at talent support measures? In addition, what are your suggestions for universities in formulating talent support measures?

5. How to formulate talent introduction method in aligned with the long-term goals? In addition, what are your suggestions for universities in formulating introduce modes and procedures?

Table 4.8 Personal information of the interviewee

(n = 16)

Interviewee	Personal information	Interview Date	Interview Time
Interviewee 1	Education: Master's degree Professional title: Lecturer Work experience: 15 years	Jan 14, 2024	9:00 am GMT +8 32 minutes
Interviewee 2	Education: Master's degree Professionaltitle : Associate professor Work experience: 15 years	Jan 14, 2024	16:00 pm GMT +8 40 minutes
Interviewee 3	Education: Master's degree Professionaltitle : Lecturer Work experience: 12 years	Jan 17, 2024	10:30 am GMT +8 35 minutes
Interviewee 4	Education: Doctor's degree Professionaltitle : Professor Work experience: 22 years	Jan 17, 2024	15:00 pm GMT +8 45 minutes
Interviewee 5	Education: Master's degree Professionaltitle : Lecturer Work experience: 20 years	Jan 20, 2024	9:00 am GMT +8 30 minutes
Interviewee 6	Education: Master's degree Professionaltitle : Associate professor Work experience: 24 years	Jan 22, 2024	9:00 am GMT +8 32 minutes
Interviewee 7	Education: Master's degree Professionaltitle : Associate professor Work experience: 16 years	Jan 22, 2024	15:00 pm GMT +8 41 minutes
Interviewee 8	Education: Master's degree Professionaltitle :Associate professor Work experience: 19 years	Jan 24, 2024	9:30 am GMT +8 43 minutes
Interviewee 9	Education: Master's degree Professionaltitle : Lecturer Work experience: 8 years	Jan 25, 2024	9:50 am GMT +8 32 minutes

Table 4.8 (Continued)

(n = 16)

Interviewee	Personal information	Interview Date	Interview Time
Interviewee10	Education: Doctor's degree Professionaltitle : Professor Work experience: 26 years	Jan 27, 2024	10:00 am GMT +8 40 minutes
Interviewee11	Education: Master's degree Professionaltitle : Associate professor Work experience: 14 years	Jan 27, 2024	14:00 pm GMT +8 38 minutes
Interviewee12	Education: Master's degree Professionaltitle : Associate professor Work experience: 15 years	Jan 29, 2024	10:00 am GMT +8 40 minutes
Interviewee13	Education: Master's degree Professionaltitle : Lecturer Work experience: 12 years	Jan 29, 2024	14:00 pm GMT +8 38 minutes
Interviewee14	Education: Master's degree Professionaltitle : Lecturer Work experience: 16 years	Feb 2, 2024	10:00 am GMT +8 35 minutes
Interviewee15	Education: Master's degree Professionaltitle : Associate professor Work experience: 17 years	Feb 2, 2024	14:00 pm GMT +8 42 minutes
Interviewee16	Education: Master's degree Professionaltitle : Professor Work experience: 21 years	Feb 3, 2024	10:00 am GMT +8 45 minutes

According to table 4.8, it showed that the personal information of 16 interviewees, classified by interviewee, education background, interview date, and interview time.

Through conversations with 16 Interviewees, combined with literature review and questionnaire data, the researcher propose the following development guidelines:

Table 4.9 Guidelines for improving the effectiveness of talent introduction of universities in Guangxi

Guidelines	How to
Scientific research resources	1. Improve scientific research facilities, actively introduce and cultivate scientific research teams with disciplinary characteristics and professional characteristics, and overall enhance the scientific research and innovation capabilities of the university.
	2. Pay attention to the integration of scientific research resources, optimize the resource investment structure, and improve the quality of scientific research resource supply.
	3. Establish an academic exchange platform between universities, share scientific research resources, and create a harmonious scientific research and academic atmosphere.
	4. Strengthen university-enterprise cooperation, build a scientific research platform, speed up the transformation of scientific research results, and improve the utilization rate of scientific research resources.
	5. Promote the reform of the scientific research management system, formulate a "target management" mechanism for scientific research results, streamline unnecessary processes, and fully release the vitality of scientific research resources.
	6. Improve the quality of scientific research management and services, and provide support for talents in project application, fund reimbursement, and achievement transformation.

Table 4.9 (Continued)

Guidelines	How to
Salary and benefits package	1. Based on positive incentive orientation, implement flexible and diverse salary incentive mechanisms to further stimulate the vitality of talents.
	2. According to the development of the university and talent needs, and on the basis of sufficient research, timely adjustments are made to the benefits for talent introduction to ensure that the talent treatment system are compatible with the development of the university.
	3. Focus on increasing the introduction of leading talents and outstanding young talents, and gradually implement a "one case, one discussion" salary system for high-end talents.
	4. Improve the living security mechanism for talents and retain talents by meeting their needs, such as solving problems such as medical care, arrangements for talented spouses, and talent children's education.
	5. Pay attention to talent services, continuously improve the level of talent services, and promote the development of talent services in a humanized and refined direction.
	6. Improve the talent service chain, optimize the "one-stop" talent service platform, improve work efficiency and service quality, and enhance the sense of talent acquisition.

Table 4.9 (Continued)

Guidelines	How to
Assessment mechanism	1. Reverse the scientific research-led evaluation orientation, increase the evaluation content in aspects such as moral characters, educating student and social services, and construct an assessment mechanism with "quality" as the core.
	2. Carry out classified management of talents, implement classified assessment and evaluation of talents, realize the correspondence between "what to do and what to evaluate", and stimulate the efficiency of talent service.
	3. According to the characteristics of different positions and different disciplines, different talent assessment standards are designed to continuously improve the objectivity, professionalism and comprehensiveness of talent evaluation.
	4. Pay attention to the diversity of evaluation subjects, evaluate talents from multiple perspectives, and improve the comprehensiveness of assessment and evaluation.
	5. Pay attention to the process motivational role of the talent assessment mechanism, increase the intensity of assessment of talents in the middle and later stages, and stimulate the vitality of talents.
	6. Strengthen the supervision of the entire assessment process, unblock information feedback channels, and ensure the fairness and impartiality of assessment results.
	7. Establish an application mechanism for assessment results, with the purpose of motivating talents, rationally using assessment results, and improving the effectiveness of the use of human resources.

Table 4.9 (Continued)

Guidelines	How to
Talent support measures	1. Strengthen overall planning, follow the laws of talent development, and formulate teacher training plans for different stages of talent development.
	2. Improve the talent cultivation mechanism linking universities, colleges and disciplines, and strengthen support for leading talents, outstanding young talents, and outstanding scientific research teams.
	3. Establish a talent reserve, lay a solid foundation for cultivating highly sophisticated talents, and accurately select talents for various talent projects.
	4. Strengthen guidance on talent development planning, keep abreast of talent trends, and provide talents with more guidance and assistance in career planning.
	5. Give full play to Guangxi's geographical advantages, strengthen international exchanges and cooperation, and actively create a talent development environment for collaborative development, openness and sharing.
	6. Improve professional title evaluation standards, innovate evaluation methods, further leverage the "baton" role of the professional title system, and help talent development.
	7. Create an environment that respects and cares for talents, and stimulates the work motivation of talents by providing good working conditions and environment for talents, publicizing advanced deeds, commending and rewarding advanced individuals, etc.

Table 4.9 (Continued)

Guidelines	How to
Introduce modes and procedures	1. Formulate talent introduction methods based on the university's own development positioning and school-running characteristics to avoid blindness in talent introduction.
	2. Based on job requirements, scientifically and rationally formulate talent demand plans to avoid waste of talent resources.
	3. Implement the college's talent work target responsibility system, empower the college with the right to select and employ talents, and introduce talents accurately and efficiently.
	4. Through recruitment activities and publicity, highlight the geographical characteristics and school-running advantages, and focus on attracting talents from the perspective of providing talents with good growth space and realizing the value of talents.
	5. Adopt flexible talent introduction modes, in addition to full-time introduction, talents can be hired through flexible introduction, short-term employment, etc.
	6. Expand recruitment channels widely and use various platforms inside and outside the university to attract talents to attract different types of talents to the university.
	7. Strengthen information screening, interview evaluation, assessment and recruitment in the talent introduction process, focusing on examining the talents' abilities and development potential to improve the suitability of talents and positions.

According to table 4.9, the researcher proposed the guidelines for improving the effectiveness of talent introduction in five aspects, which contain 33 measures. There are 6 measures for improving scientific research resources, 6 measures for improving salary and benefits package, 7 measures for improving assessment mechanism, 7 measures for improving talent support measures, 7 measures for improving introduction modes and procedures. The framework of the guidelines is as follows:

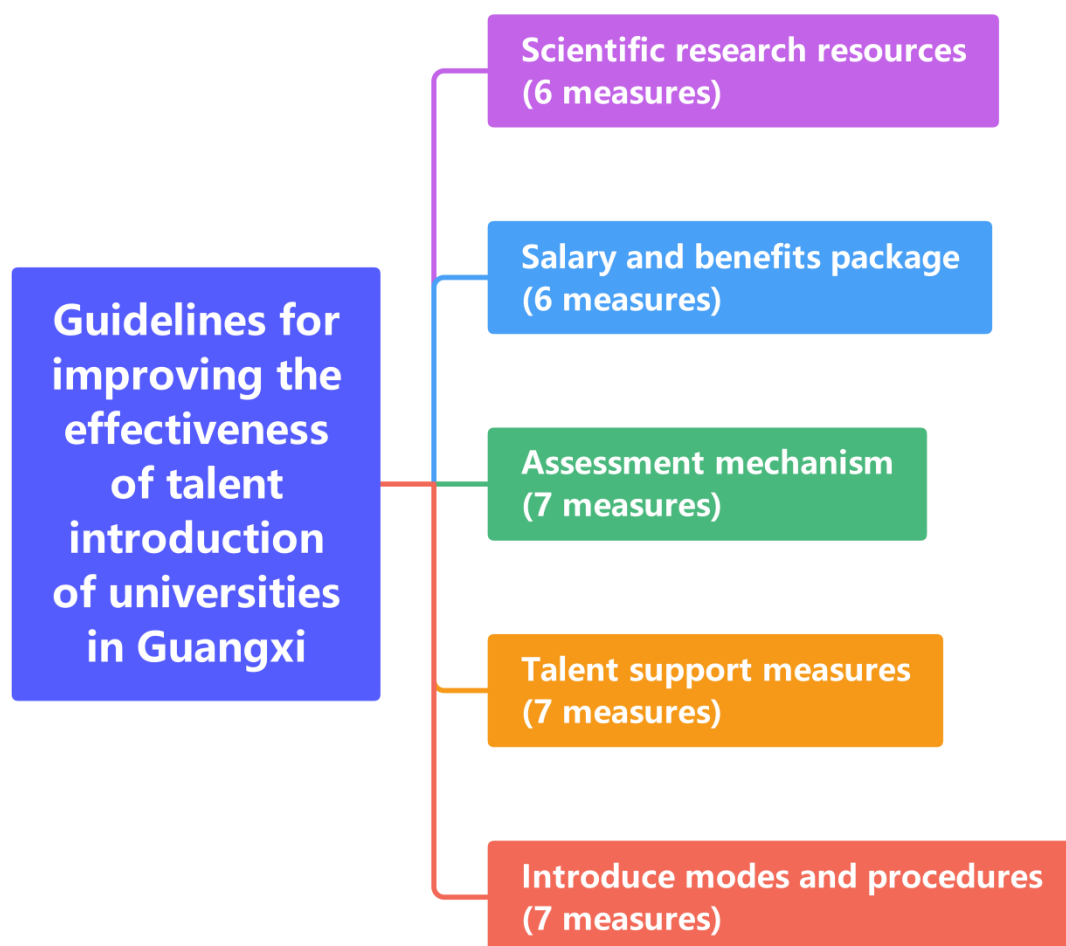


Figure 4.1 Guidelines for improving the effectiveness of talent introduction of universities in Guangxi

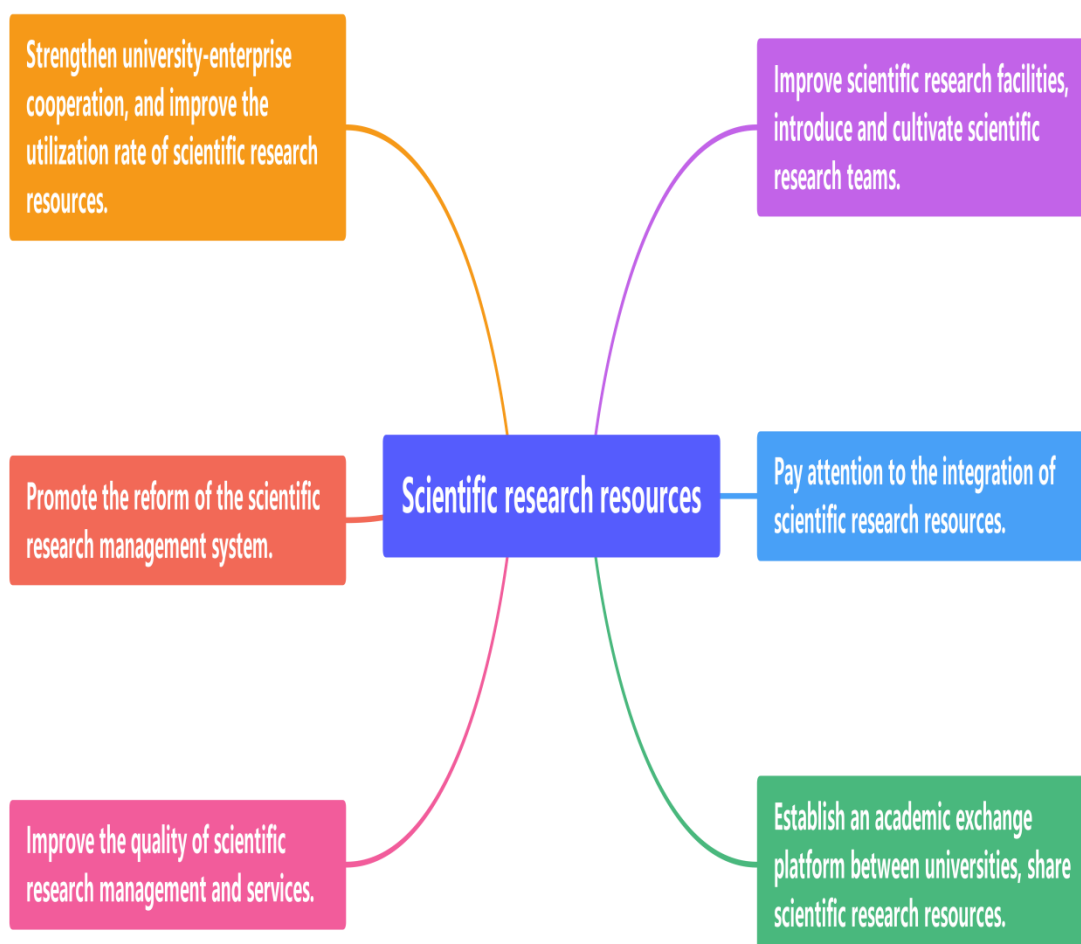


Figure 4.2 Guidelines for improving scientific research resources

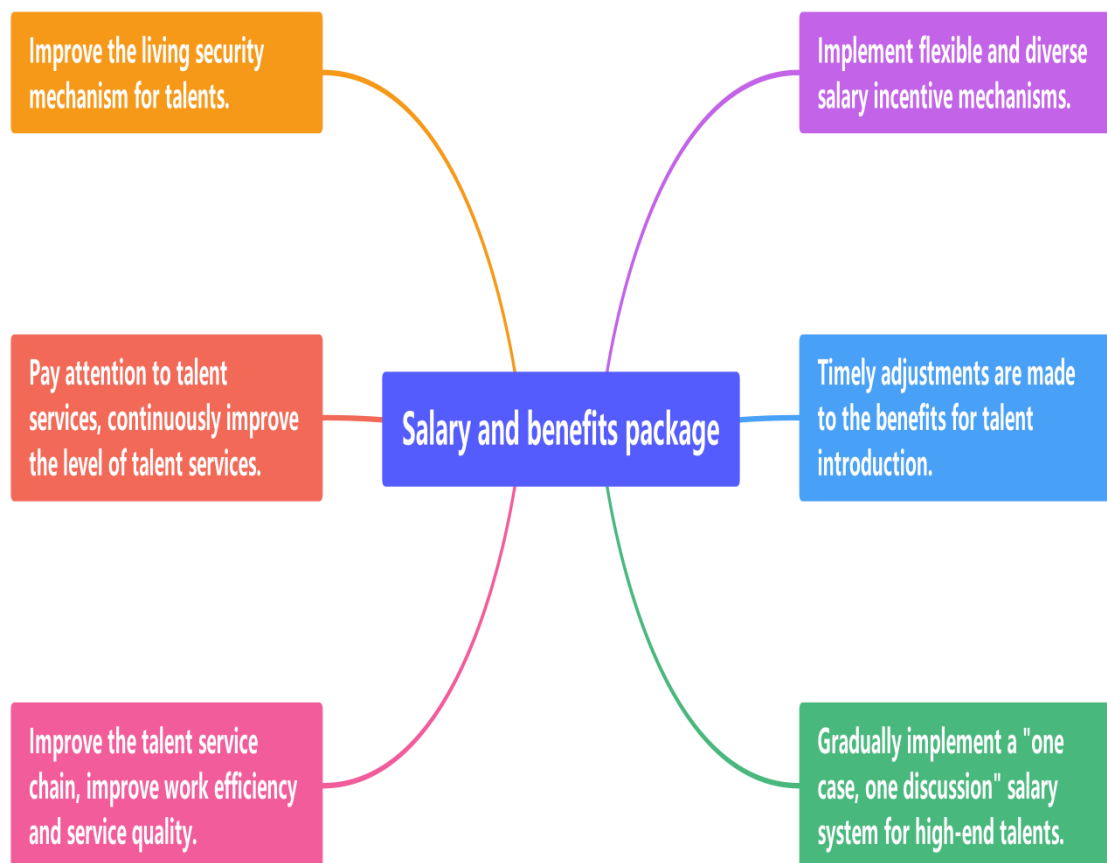


Figure 4.3 Guidelines for improving salary and benefits package

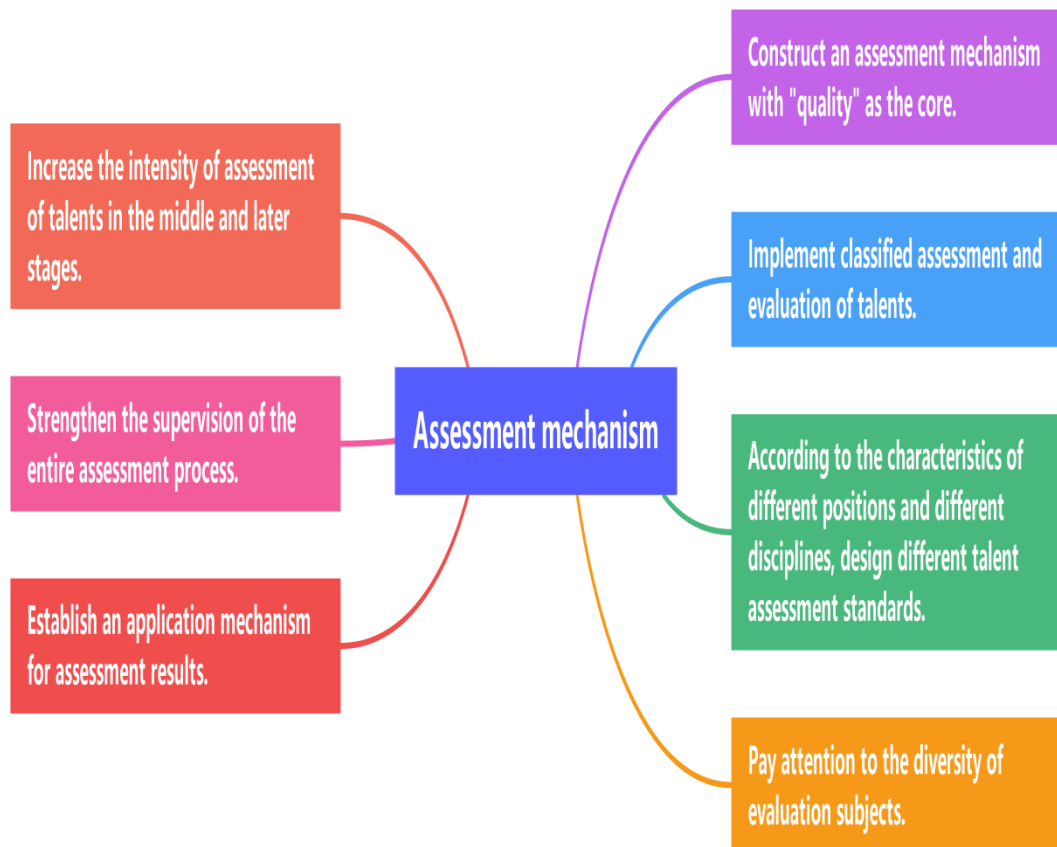


Figure 4.4 Guidelines for improving assessment mechanism

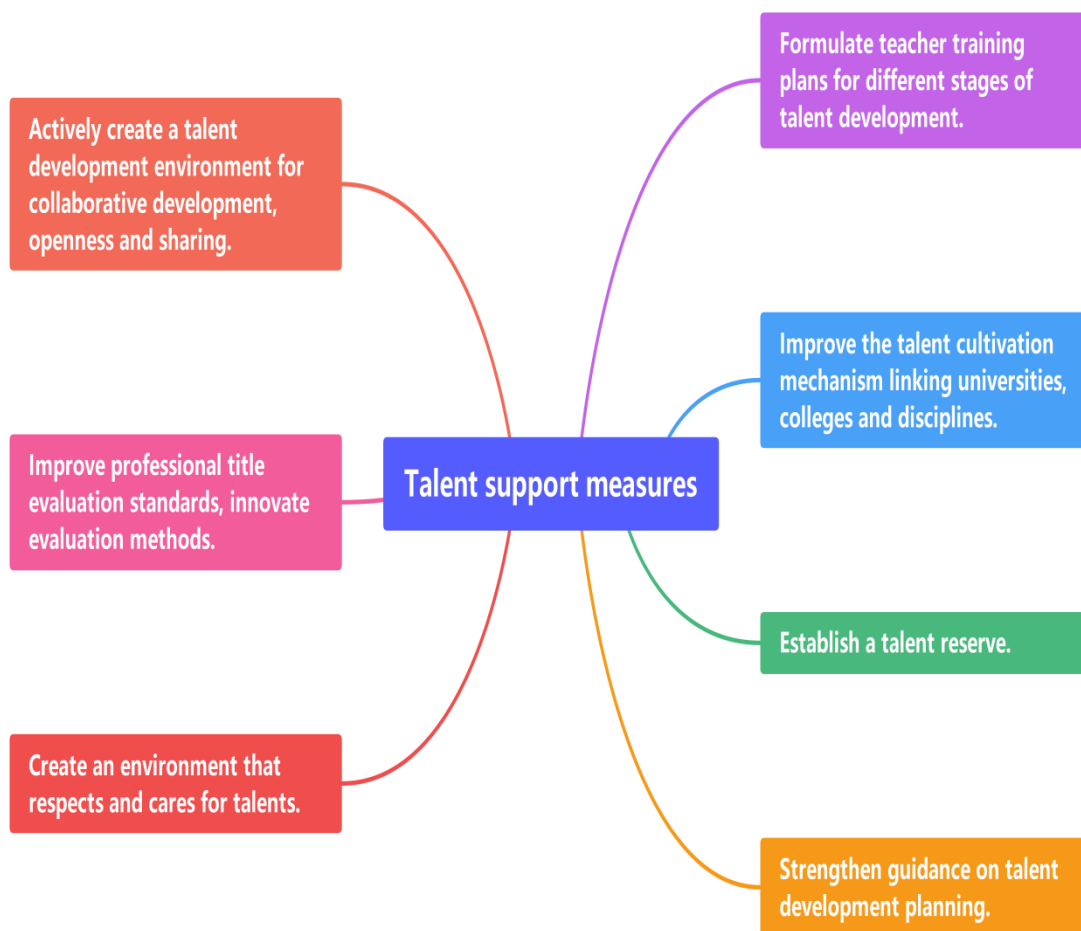


Figure 4.5 Guidelines for improving talent support measures

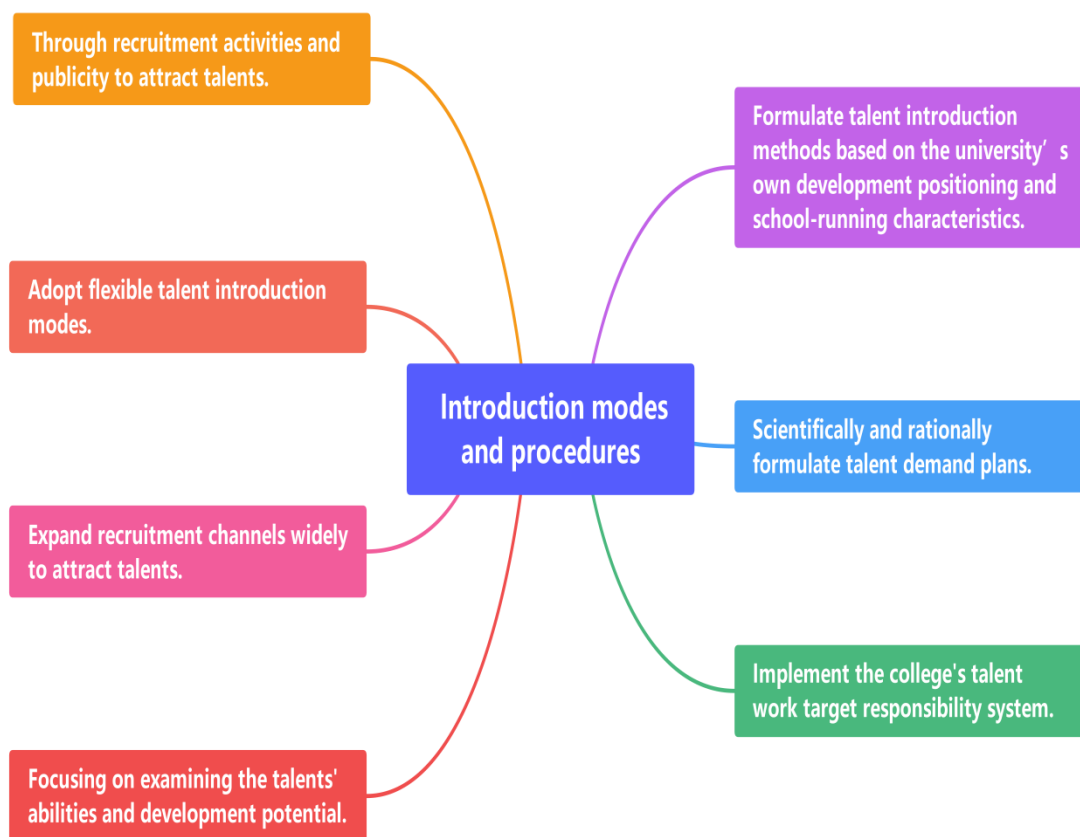


Figure 4.6 Guidelines for improving introduction modes and procedures

Part 4: The analysis results about the evaluation of the suitability and feasibility of the guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The researcher presented the data by Mean and standard deviation.

Table 4.10 Mean and standard deviation of the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi

(N = 9)

Guidelines for improving the effectiveness of talent introduction of universities in Guangxi		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1	Scientific research resources	4.52	0.69	highest	4.54	0.68	highest
2	Ssalary and benefits package	4.39	0.62	high	4.54	0.61	highest
3	Assessment mechanism	4.44	0.68	high	4.44	0.70	high
4	Talent support measures	4.35	0.72	high	4.54	0.65	highest
5	Introduce modes and procedures	4.43	0.60	high	4.40	0.62	High
Total		4.43	0.66	high	4.49	0.65	high

According to table 4.10, found that the suitability and feasibility of guidelines for improving the effectiveness of talent introduction were at high level with the values between 4.35 and 4.54, which means guidelines for improving the effectiveness of talent introduction have suitability and feasibility.

Table 4.11 Mean and standard deviation of the suitability and feasibility of guidelines in scientific research resources

(N = 9)

Guidelines for improving the effectiveness of talent introduction		Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Improve scientific research facilities, actively introduce and cultivate scientific research teams with disciplinary characteristics and professional characteristics, and overall enhance the scientific research and innovation capabilities of the university.	4.44	0.73	high	4.33	0.71	high
2	Pay attention to the integration of scientific research resources, optimize the resource investment structure, and improve the quality of scientific research resource supply.	4.44	0.73	high	4.56	0.73	highest
3	Establish an academic exchange platform between universities, share scientific research resources, and create a harmonious scientific research and academic atmosphere.	4.56	0.53	highest	4.67	0.50	highest
4	Strengthen university-enterprise cooperation, build a scientific research platform, speed up the transformation of scientific research results, and improve the utilization rate of scientific research resources.	4.44	0.73	high	4.33	0.71	High

Table 4.11 (Continued)

Guidelines for improving the effectiveness of talent introduction		Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
5	Promote the reform of the scientific research management system, formulate a "target management" mechanism for scientific research results, streamline unnecessary processes, and fully release the vitality of scientific research resources.	4.56	0.73	highest	4.67	0.71	highest
6	Improve the quality of scientific research management and services, and provide support for talents in project application, fund reimbursement, and achievement transformation.	4.67	0.71	highest	4.67	0.71	highest
Total		4.52	0.69	highest	4.54	0.68	highest

According to table 4.11, found than the suitability of guidelines for improving the effectiveness of talent introduction in scientific research resources was at the highest level with the value 4.52, and the feasibility of this aspect was at the highest level with the value 4.54.

Table 4.12 Mean and standard deviation of the suitability and feasibility of guidelines in salary and benefits package

(N = 9)

	Guidelines for improving the effectiveness of talent introduction	Suitability			Feasibility		
		\bar{X}	S.D.	Level	\bar{X}	S.D.	Level
1	Based on positive incentive orientation, implement flexible and diverse salary incentive mechanisms to further stimulate the vitality of talents.	4.11	0.60	high	4.44	0.73	high
2	According to the development of the university and talent needs, and on the basis of sufficient research, timely adjustments are made to the benefits for talent introduction to ensure that the talent treatment system are compatible with the development of the university.	4.44	0.73	high	4.56	0.53	highest
3	Focus on increasing the introduction of leading talents and outstanding young talents, and gradually implement a "one case, one discussion" salary system for high-end talents.	4.22	0.67	high	4.33	0.71	high
4	Improve the living security mechanism for talents and retain talents by meeting their needs, such as solving problems such as medical care, arrangements for talented spouses, and talent children's education.	4.33	0.50	high	4.44	0.53	high

Table 4.12 (Continued)

(N = 9)

Guidelines for improving the effectiveness of talent introduction		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
5	Pay attention to talent services, continuously improve the level of talent services, and promote the development of talent services in a humanized and refined direction.	4.56	0.73	highest	4.67	0.71	highest
6	Improve the talent service chain, optimize the "one-stop" talent service platform, improve work efficiency and service quality, and enhance the sense of talent acquisition.	4.67	0.50	highest	4.78	0.44	highest
Total		4.39	0.62	high	4.54	0.61	highest

According to table 4.12, the suitability of guidelines for improving the effectiveness of talent introduction in salary and benefits package was at high level with the value 4.39, and the feasibility of this aspect was at the highest level with the value 4.54.

Table 4.13 Mean and standard deviation of the suitability and feasibility of guidelines in assessment mechanism

(N = 9)

Guidelines for improving the effectiveness of talent introduction		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1	Reverse the scientific research-led evaluation orientation, increase the evaluation content in aspects such as moral characters, educating student and social services, and construct an assessment mechanism with "quality" as the core.	4.56	0.53	highest	4.44	0.53	high
2	Carry out classified management of talents, implement classified assessment and evaluation of talents, realize the correspondence between "what to do and what to evaluate", and stimulate the efficiency of talent service.	4.44	0.73	high	4.33	0.71	High
3	According to the characteristics of different positions and different disciplines, different talent assessment standards are designed to continuously improve the objectivity, professionalism and comprehensiveness of talent evaluation.	4.22	0.83	high	4.44	0.88	high
4	Pay attention to the diversity of evaluation subjects, evaluate talents from multiple perspectives, and improve the comprehensiveness of assessment and evaluation.	4.22	0.83	high	4.44	0.88	high

Table 4.13 (Continued)

(N = 9)

	Guidelines for improving the effectiveness of talent introduction	Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
5	Pay attention to the process motivational role of the talent assessment mechanism, increase the intensity of assessment of talents in the middle and later stages, and stimulate the vitality of talents.	4.67	0.71	highest	4.56	0.73	highest
6	Strengthen the supervision of the entire assessment process, unblock information feedback channels, and ensure the fairness and impartiality of assessment results.	4.78	0.44	highest	4.67	0.50	highest
7	Establish an application mechanism for assessment results, with the purpose of motivating talents, rationally using assessment results, and improving the effectiveness of the use of human resources.	4.22	0.67	high	4.22	0.67	high
Total		4.44	0.68	high	4.44	0.70	high

According to table 4.13, the suitability of guidelines for improving the effectiveness of talent introduction in assessment mechanism was at high level with the value 4.44, and the feasibility of this aspect was at high level with the value 4.44.

Table 4.14 Mean and standard deviation of the suitability and feasibility of guidelines in talent support measures

(N = 9)

Guidelines for improving the effectiveness of talent introduction		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1	Strengthen overall planning, follow the laws of talent development, and formulate teacher training plans for different stages of talent development.	4.44	0.73	high	4.44	0.73	high
2	Improve the talent cultivation mechanism linking universities, colleges and disciplines, and strengthen support for leading talents, outstanding young talents, and outstanding scientific research teams.	4.33	0.71	high	4.56	0.73	highest
3	Establish a talent reserve, lay a solid foundation for cultivating highly sophisticated talents, and accurately select talents for various talent projects.	4.33	0.71	high	4.56	0.73	highest
4	Strengthen guidance on talent development planning, keep abreast of talent trends, and provide talents with more guidance and assistance in career planning.	4.44	0.53	high	4.67	0.50	highest
5	Give full play to Guangxi's geographical advantages, strengthen international exchanges and cooperation, and actively create a talent development environment for collaborative development, openness and sharing.	4.11	0.93	high	4.33	0.87	high

Table 4.14 (Continued)

(N = 9)

Guidelines for improving the effectiveness of talent introduction		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
6	Improve professional title evaluation standards, innovate evaluation methods, further leverage the "baton" role of the professional title system, and help talent development.	4.44	0.73	high	4.67	0.50	highest
7	Create an environment that respects and cares for talents, and stimulates the work motivation of talents by providing good working conditions and environment for talents, publicizing advanced deeds, commending and rewarding advanced individuals, etc.	4.33	0.71	high	4.56	0.53	highest
Total		4.35	0.72	high	4.54	0.65	highest

According to table 4.14, the suitability of guidelines for improving the effectiveness of talent introduction in talent support measures was at high level with the value 4.35, and the feasibility of this aspect was at the highest level with the value 4.54.

Table 4.15 Mean and standard deviation of the suitability and feasibility of guidelines in introduce modes and procedures

(N = 9)

Guidelines for improving the effectiveness of talent introduction	Suitability			Feasibility		
	\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
1 Formulate talent introduction methods based on the university's own development positioning and school-running characteristics to avoid blindness in talent introduction.	4.56	0.53	highest	4.44	0.53	high
2 Based on job requirements, scientifically and rationally formulate talent demand plans to avoid waste of talent resources.	4.56	0.53	highest	4.44	0.53	High
3 Implement the college's talent work target responsibility system, empower the college with the right to select and employ talents, and introduce talents accurately and efficiently.	4.56	0.73	highest	4.44	0.73	high
4 Through recruitment activities and publicity, highlight the geographical characteristics and school-running advantages, and focus on attracting talents from the perspective of providing talents with good growth space and realizing the value of talents.	4.11	0.78	high	4.11	0.78	high

Table 4.15 (Continued)

(N = 9)

Guidelines for improving the effectiveness of talent introduction		Suitability			Feasibility		
		\bar{x}	S.D.	Level	\bar{x}	S.D.	Level
5	Adopt flexible talent introduction modes, in addition to full-time introduction, talents can be hired through flexible introduction, short-term employment, etc.	4.33	0.50	high	4.33	0.50	high
6	Expand recruitment channels widely and use various platforms inside and outside the university to attract talents to attract different types of talents to the university.	4.67	0.50	highest	4.56	0.53	highest
7	Strengthen information screening, interview evaluation, assessment and recruitment in the talent introduction process, focusing on examining the talents' abilities and development potential to improve the suitability of talents and positions.	4.22	0.67	high	4.44	0.73	high
Total		4.43	0.60	high	4.40	0.62	high

According to table 4.15, the suitability of guidelines for improving the effectiveness of talent introduction in introduce modes and procedures was at high level with the value 4.43, and the feasibility of this aspect was at high level with the value 4.40.

Chapter 5

Conclusion Discussion and Recommendations

The research in the guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The objectives of this research were 1) to study the level of the effectiveness of talent introduction of universities in Guangxi, 2) to formulate the guidelines for improving the effectiveness of talent introduction of universities in Guangxi, and 3) to evaluate the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi were including 5 following aspects: 1) scientific research resources, 2) salary and benefits package, 3) assessment mechanism, 4) talent support measures, and 5) introduce modes and procedures. The sample group of this research consisted of 269 administrators from the 8 universities in Guangxi. The interviewees in this research consisted of 16 administrators come from each of 8 universities-select 2 administrators from each university. The expert group for evaluation of the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi consisted of 9 experts, they come from universities or education department in Guangxi. The research instruments in this research consisted of questionnaire, structured interview and evaluation form. Data analysis by using percentage, Mean, standard deviation and content analysis.

The details are as follows.

Conclusion

The research in the guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The researcher summarizes the conclusion into three parts, details as follows:

Part 1: The level of the effectiveness of talent introduction of universities in Guangxi.

Part 2: Guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Part 3: The suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Part 1: The level of the effectiveness of talent introduction of universities in Guangxi.

The level of the effectiveness of talent introduction in five aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was introduce modes and procedures, follow by scientific research resources, and assessment mechanism was the lowest mean.

Scientific research resources was at medium level. Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators provide research start-up funds for talents, follow by administrators provide sufficient channels for applying for scientific research projects, and administrators have set up a sufficient number of scientific research teams was the lowest mean.

Salary and benefits package was at medium level. Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators provide competitive salary packages based on different levels of talent, follow by administrators have resolved talent children's education, and universities' talent treatment system have effectively reduced talent mobility rates was the lowest mean.

Assessment mechanism was at medium level. Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators prioritize the evaluation of scientific research work, follow by administrators prioritize the evaluation of teachers' ethical conduct, and administrators have formulated talent assessment standards that adapt to the characteristics and differences of different disciplines was the lowest mean.

Talent support measures was at medium level. Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators prioritize enhancing talent's organizational identity, follow by administrators have established a incentive system for post appointment, and administrators have formulated a talent training system following their recruitment was the lowest mean.

Introduce modes and procedures was at medium level. Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was administrators have formulated standardized talent interview process, follow by administrators prioritize the selection and investigation of talents, and administrators have formulated a talent introduction method in aligned with the long-term goals was the lowest mean.

Part 2: Guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Guidelines for improving the effectiveness of talent introduction in five aspects, which contain 33 measures. There are 6 measures for improving scientific research resources, 6 measures for improving salary and benefits package, 7 measures for improving assessment mechanism, 7 measures for improving talent support measures, 7 measures for improving introduction modes and procedures.

Scientific research resources consisted of 6 measures: 1) Improve scientific research facilities, actively introduce and cultivate scientific research teams with disciplinary characteristics and professional characteristics, and overall enhance the scientific research and innovation capabilities of the university. 2) Pay attention to the integration of scientific research resources, optimize the resource investment structure, and improve the quality of scientific research resource supply. 3) Establish an academic exchange platform between universities, share scientific research resources, and create a harmonious scientific research and academic atmosphere. 4) Strengthen university-enterprise cooperation, build a scientific research platform, speed up the transformation of scientific research results, and improve the utilization rate of scientific research resources. 5) Promote the reform of the scientific research management system, formulate a "target management" mechanism for scientific research results, streamline unnecessary processes, and fully release the vitality of scientific research resources. 6) Improve the quality of scientific research management and services, and provide support for talents in project application, fund reimbursement, and achievement transformation.

Salary and benefits package consisted of 6 measures: 1) Based on positive incentive orientation, implement flexible and diverse salary incentive mechanisms to further stimulate the vitality of talents. 2) According to the development of the

university and talent needs, and on the basis of sufficient research, timely adjustments are made to the benefits for talent introduction to ensure that the talent treatment system are compatible with the development of the university. 3) Focus on increasing the introduction of leading talents and outstanding young talents, and gradually implement a "one case, one discussion" salary system for high-end talents. 4) Improve the living security mechanism for talents and retain talents by meeting their needs, such as solving problems such as medical care, arrangements for talented spouses, and talent children's education. 5) Pay attention to talent services, continuously improve the level of talent services, and promote the development of talent services in a humanized and refined direction. 6) Improve the talent service chain, optimize the "one-stop" talent service platform, improve work efficiency and service quality, and enhance the sense of talent acquisition.

Assessment mechanism consisted of 7 measures: 1) Reverse the scientific research-led evaluation orientation, increase the evaluation content in aspects such as moral characters, educating student and social services, and construct an assessment mechanism with "quality" as the core. 2) Carry out classified management of talents, implement classified assessment and evaluation of talents, realize the correspondence between "what to do and what to evaluate", and stimulate the efficiency of talent service. 3) According to the characteristics of different positions and different disciplines, different talent assessment standards are designed to continuously improve the objectivity, professionalism and comprehensiveness of talent evaluation. 4) Pay attention to the diversity of evaluation subjects, evaluate talents from multiple perspectives, and improve the comprehensiveness of assessment and evaluation. 5) Pay attention to the process motivational role of the talent assessment mechanism, increase the intensity of assessment of talents in the middle and later stages, and stimulate the vitality of talents. 6) Strengthen the supervision of the entire assessment process, unblock information feedback channels, and ensure the fairness and impartiality of assessment results. 7) Establish an application mechanism for assessment results, with the purpose of motivating talents, rationally using assessment results, and improving the effectiveness of the use of human resources.

Talent support measures consisted of 7 measures: 1) Strengthen overall planning, follow the laws of talent development, and formulate teacher training plans for different stages of talent development. 2) Improve the talent cultivation mechanism linking universities, colleges and disciplines, and strengthen support for leading talents, outstanding young talents, and outstanding scientific research teams. 3) Establish a talent reserve, lay a solid foundation for cultivating highly sophisticated talents, and accurately select talents for various talent projects. 4) Strengthen guidance on talent development planning, keep abreast of talent trends, and provide talents with more guidance and assistance in career planning. 5) Give full play to Guangxi's geographical advantages, strengthen international exchanges and cooperation, and actively create a talent development environment for collaborative development, openness and sharing. 6) Improve professional title evaluation standards, innovate evaluation methods, further leverage the "baton" role of the professional title system, and help talent development. 7) Create an environment that respects and cares for talents, and stimulates the work motivation of talents by providing good working conditions and environment for talents, publicizing advanced deeds, commending and rewarding advanced individuals, etc.

Introduction modes and procedures consisted of 7 measures: 1) Formulate talent introduction methods based on the university's own development positioning and school-running characteristics to avoid blindness in talent introduction. 2) Based on job requirements, scientifically and rationally formulate talent demand plans to avoid waste of talent resources. 3) Implement the college's talent work target responsibility system, empower the college with the right to select and employ talents, and introduce talents accurately and efficiently. 4) Through recruitment activities and publicity, highlight the geographical characteristics and school-running advantages, and focus on attracting talents from the perspective of providing talents with good growth space and realizing the value of talents. 5) Adopt flexible talent introduction modes, in addition to full-time introduction, talents can be hired through flexible introduction, short-term employment, etc. 6) Expand recruitment channels widely and use various platforms inside and outside the university to attract talents to attract different types of talents to the university. 7) Strengthen information screening, interview evaluation, assessment and recruitment in the talent

introduction process, focusing on examining the talents' abilities and development potential to improve the suitability of talents and positions.

Part 3: The suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

The suitability and feasibility of guidelines for improving the effectiveness of talent introduction in five aspects were at high level, which means the guidelines have suitability and feasibility.

The suitability of guidelines for improving the effectiveness of talent introduction in scientific research resources was at the highest level, and the feasibility of this aspect was at the highest level.

The suitability of guidelines for improving the effectiveness of talent introduction in salary and benefits package was at high level, and the feasibility of this aspect was at the highest level.

The suitability of guidelines for improving the effectiveness of talent introduction in assessment mechanism was at high level, and the feasibility of this aspect was at high level.

The suitability of guidelines for improving the effectiveness of talent introduction in talent support measures was at high level, and the feasibility of this aspect was at the highest level.

The suitability of guidelines for improving the effectiveness of talent introduction in introduce modes and procedures was at high level, and the feasibility of this aspect was at high level.

Discussion

The research in the guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The researcher summarizes the discussion into three parts, details as follows:

Part 1: The level of the effectiveness of talent introduction of universities in Guangxi.

Part 2: Guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Part 3: The suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Part 1: The level of the effectiveness of talent introduction of universities in Guangxi.

The level of the effectiveness of talent introduction in five aspects was at medium level. Considering the results of this research aspects ranged from the highest to lowest mean were as follows: the highest mean was introduce modes and procedures, follow by scientific research resources, and assessment mechanism was the lowest mean.

Scientific research resources was at medium level. This is because universities in Guangxi do not invest enough in scientific research resources, and fail to integrate scientific research resources effectively to create a good scientific research environment for talents. Related to the concept of Su Jialin (2022, p.65) universities in Guangxi still have some shortcomings in creating a soft environment for scientific research, which are mainly reflected in the failure to effectively gather scientific research talents, the low efficiency of soft input and output of scientific research, and the failure to effectively allocate scientific research resources. By creating a good scientific research environment, it is conducive to exerting the "pull" of talent introduction system on talents, therefore, universities in Guangxi still need to improve the investment in scientific research resources.

From the scientific research resources of the questionnaire survey results, the highest mean was administrators provide research start-up funds for talents. This is because universities in Guangxi attach great importance to the attraction of research start-up funds to talents, and list the relevant matters of scientific research start-up funds in the treatment of talents. Related to the concept of Xiao Qiqing (2008, p.120), the university's scientific research resources are very important to attract talents, and research start-up funds are the first step for the university to invest scientific research resources for talents.

The lowest mean was administrators have set up a sufficient number of scientific research team, this is because universities in Guangxi still have deficiencies in the introduction and cultivation of scientific research teams. In terms of introduction, universities have failed to effectively adopt methods such as team

introduction and core talent-driven introduction to establish a talent introduction mechanism. In terms of cultivation, universities have failed to integrate resources to form a sufficient number of scientific research teams. Related to the concept of Han Yuzuo (2010, p.147), when introducing talents, universities should not only set up special research funds and equip with hardware equipment, but also support discipline leaders to make full use of research platforms and experiment platforms to set up scientific research teams and manage research independently.

Salary and benefits package was at medium level. This is because most universities in Guangxi implement the talent introduction method based on salary incentive. Although the number of talents increases in the short term, the talent incentive guarantee mechanism in salary and benefits package is relatively lacking, which leads to the problem of brain drain in universities. Related to the concept of Lin Dingguo (2006, p.116), salary is an important means to motivate talent and one of the key factors affecting the flow of talents. Therefore, according to the characteristics of talents, it is of great significance to formulate personalized salary incentive system.

From the salary and benefits package of the questionnaire survey results, the highest mean was administrators provide competitive salary packages based on different levels of talent, this is because in recent years, in order to attract talents of different levels, universities in Guangxi have formulated corresponding treatment measures for talents according to the needs of talents of different levels, and the implementation effect is good, and the number of talents introduced has been greatly increased. Related to the concept of Bai Ling (2020, p.80), salary incentive mechanism has become the core part of human resource management and an important means to attract talents. Universities should fully consider the factors that have a great impact on salary satisfaction, such as title, work experience and sense of fairness, and design a salary and benefits system that combines efficiency and fairness, general and characteristic.

The lowest mean was universities' talent treatment system have effectively reduced talent mobility rates, this is because universities in Guangxi do not properly employ and retain talents after the introduction of talents, do not take into account the risk prevention and control of brain drain, and the talent treatment system formulated can not meet the needs of talents, which increases the risk of brain drain.

Related to the concept of Dai Chenglin (2014, p.14), under the background of market economy, the flow of talents is frequent, and the brain drain is most closely related to the talent system of universities. When the salary treatment guarantee mechanism cannot meet the needs of talents, talents may choose to change jobs or quit, resulting in the flow of human resources among universities.

Assessment mechanism was at medium level. This is because in the process of talent introduction, the phenomenon of "heavy quantity, light quality" and "heavy introduction, light assessment" still exists. At the same time, one-sided pursuit of hard indicators has also led to the imperfect talent assessment mechanism. The value, benefit and efficiency of talents need to be fully reflected through the evaluation of talents, so it is necessary to make up the shortcomings of talent assessment mechanism in time. Related to the concept of Pang Hongshen (2018, p.4), how to better strengthen the follow-up management of imported talents and realize comprehensive tracking, assessment and evaluation of talents should be the focus of future talent introduction work.

From the assessment mechanism of the questionnaire survey results, the highest mean was administrators prioritize the evaluation of scientific research work, this is because scientific research is one of the basic functions of a university and an important part of promoting the professional development of university teachers. In order to improve scientific research competitiveness of universities, universities pay more attention to the assessment of talent scientific research work in the aspect of talent assessment. Related to the concept of Wang Lili (2017, p.391), the evaluation of scientific research work is a necessary link for the growth of university teachers. How to evaluate the scientific research performance of university teachers scientifically, objectively and efficiently is an important task for universities, and also an important factor affecting the personal growth and development of university teachers.

The lowest mean was administrators have formulated talent assessment standards that adapt to the characteristics and differences of different disciplines, this is because the assessment mode of universities is not innovative enough, the assessment form is relatively simple, too much attention is paid to the scientific research achievements of teachers, the assessment of teachers' performance results is one-sided, lead to the assessment standards are not formulated in line with the

law of teacher development. Related to the concept of Hu Yuan (2016, p.142), talent assessment standards should adopt different assessment indicators and standards for different types of talents, and adopt different assessment methods to make talent assessment more targeted and avoid simple, uniform standards.

Talent support measures was at medium level. This is because the support for talents in universities in Guangxi still needs to be strengthened, and the concept of development should be implemented in the training of talents, and is committed to providing talents with a "soil" environment conducive to work and life.

From the talent support measures of the questionnaire survey results, the highest mean was administrators prioritize enhancing talent's organizational identity, this is because the universities highly respect and recognize the work of talents, create a campus environment of "love talent and cherish talent", and enhance the sense of professional honor and satisfaction of talents. Related to the concept of Hou Shijie (2022, p.53), universities should actively implement the new era talent concept of "talent first", strengthen the construction of talent development environment, and persist in creating an environment of knowledge, love, respect and use of talents from all aspects, so as to highlight the important position and role of talents in the construction of universities.

The lowest mean was administrators have formulated a talent training system following their recruitment, this is because the training of talents is a time-consuming and labor-intensive matter, which require universities to make long-term plans, formulate a talent training system, and require continuous investment in training funds to ensure that talent training can be effective. Related to the concept of Sheng Haibo (2009, p.74), the professional development of teachers is the highest need of university talents. Helping teachers plan and develop their careers is the most effective long-term incentive. Universities should pay attention to long-term development, pay attention to growth, and fully mobilize the enthusiasm of talents and stimulate the potential of talents by developing a sustainable talent training system.

Introduce modes and procedures was at medium level. This is because compared with universities in eastern China or developed areas, universities in Guangxi are slightly less attractive to talents. Therefore, universities in Guangxi still

need to adopt diversified talent introduction models to improve their ability to absorb talents.

From the introduce modes and procedures of the questionnaire survey results, the highest mean was administrators have formulated standardized talent interview process, this is because by refining the talent selection criteria and procedures, the talent selection process can be more objective and fair, so as to improve the quality of the talent team. Related to the concept of Huang Xiaobin (2022, p.24), the process of talent selection in universities is standardized, which usually includes several key steps such as making plans, issuing announcements, screening, interviewing, assessing and hiring, etc. Each step can affect the quality of talent selection.

The lowest mean was administrators have formulated a talent introduction method in aligned with the long-term goals, this is because universities need to scientifically formulate talent introduction methods according to the actual situation of environmental changes and their own development, which is a long-term process that requires regular evaluation and continuous adjustment. Related to the concept of Lei Chaoyu (2020, p.187), the traditional university talent introduction method has been unable to adapt to the development of higher education. In order to improve the competitiveness of universities, it is necessary to adjust the talent introduction method to meet the needs of society and the development of universities themselves.

Part 2: Guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

Researcher have proposed the guidelines for improving the effectiveness of talent introduction in five aspects, which contain 33 measures. There are 6 measures for improving scientific research resources, 6 measures for improving salary and benefits package, 7 measures for improving assessment mechanism, 7 measures for improving talent support measures, 7 measures for improving introduction modes and procedures.

Scientific research resources: Focus on strengthening scientific research team building, increase investment in scientific research resources.

Scientific research and service for economic and social development is one of the four functions of universities, talents are the core force of scientific research and innovation, and the scientific research achievements of talents will ultimately serve the development of local economy and society. Investment in scientific research is the material basis of scientific and technological innovation, and an important prerequisite and fundamental guarantee for the sustainable development of science and technology. As a "gathering place" for talents, universities are an important base for scientific research and innovation, as well as a "cradle" for cultivating scientific research talents. Therefore, universities should increase the investment in scientific research resources, improve the efficiency of the use of scientific research resources, and strive to create a scientific research environment conducive to the growth and development of talents, so as to increase the "pull" for talents.

First, strengthen the investment of scientific research funds, pay attention to the integration of scientific research resources, and optimize the structure of resource investment. Give full play to the advantages of university talent gathering, based on the existing scientific research platform, introduce and cultivate the combination, and actively introduce and cultivate scientific research teams with disciplinary characteristics and professional characteristics, and overall enhance the scientific research and innovation capabilities of the university. Related to the concept of Lu Daokun (2010, p.53), universities should rely on the construction of key disciplines and the construction of scientific research bases to introduce talents, through continuous investment in scientific research resources, increase the number of scientific research teams, and promote the sustainable development of talent teams.

Second, improve scientific research facilities, scientific allocation of scientific research resources, improve the quality of scientific research resources supply. Establish an academic exchange platform between universities, share scientific research resources, and create a harmonious scientific research and academic atmosphere. Strengthen university-enterprise cooperation, build a scientific research platform, speed up the transformation of scientific research results, and improve the utilization rate of scientific research resources. Related to the concept of Marieke van den Brink (2013, p.180), resource allocation is the key strategic issue in human resource management in universities, and it is also one of the key factors in talent introduction and management in universities.

Third, based on the system, ensure the accurate investment and use of scientific research resources, and improve the use of scientific research resources. Promote the reform of the scientific research management system, formulate a "target management" mechanism for scientific research results, streamline unnecessary processes, and fully release the vitality of scientific research resources. At the same time, improve the quality of scientific research management and services, and provide support for talents in project application, fund reimbursement, and achievement transformation. Related to the concept of Wang Pengli (2021, p.8), universities can make up for the shortage of their own regional resources by proposing a good incentive scientific research management system and greatly investing in scientific research funds.

Salary and benefits package: With the goal of reducing brain drain, develop an incentive salary and benefits package system for talents.

While universities are increasing their efforts to introduce talents, the problem of brain drain is also becoming increasingly prominent. Salary and benefits package are the key factors that affect the flow of talents. Therefore, the implementation of incentive salary and benefits guarantee mechanism plays a very important role in attracting and retaining talents. Universities should improve the salary and benefits system of talents, based on positive incentive orientation, implement flexible and diverse salary incentive mechanisms, and improve supporting services for talents at the same time to further stimulate the vitality of talents, and reduce brain drain.

In terms of salary treatment, in order to improve the quality of talents, universities can implement the salary system of "one case, one discussion" for talents in combination with the actual situation, so as to improve the attractiveness of leading talents and outstanding young talents. At the same time, according to the development of the university and talent needs, and on the basis of sufficient research, timely adjustments are made to the benefits for talent introduction to ensure that the talent treatment system are compatible with the development of the university. Related to the concept of Wu Fan (2014, p.287), in order to maintain the stability of talent team, it is necessary to provide system guarantee for talent development. Through improving the salary distribution system that conforms to the characteristics of universities and reflects job performance can achieve the purpose of retaining talents.

In terms of welfare benefits, universities will improve the livelihood security mechanism for talents and provide competitive talent services. First of all, the service content should be comprehensive, in order to meet the needs of talents, such as medical care, arrangements for talented spouses, and talent children's education. Secondly, the service quality should be improved, the talent service work should be promoted to develop in the direction of humanization and refinement, and improve the talent service chain, optimize the "one-stop" talent service platform, improve work efficiency and service quality, and enhance the sense of talent acquisition. Related to the concept of Liu Yang (2023, p.173), the living and working conditions of good talents are the necessary conditions for the construction of talents. Optimizing the living and working conditions of talents includes providing life security and services, such as paid leave, allowances, housing, spouse work, etc.

Assessment mechanism: Guided by moral character, ability and quality, establish a comprehensive talent assessment mechanism.

The essence of talent assessment is to make a comprehensive evaluation of teachers' morality, ability and performance according to scientific standards and standardized procedures. Its purpose is to stimulate the vitality of the university and the enthusiasm of the teachers, and provide impetus and solid support for the development of the university. Scientific talent assessment system is an important prerequisite for creating a fair and just environment for talent development. In the assessment of talents, the particularity and contribution degree of different levels and types of talents should be highlighted, and the ability, potential and contribution of talents to teaching, scientific research, university and social service should be taken into account, so as to encourage all kinds of talents to play different roles and values. Therefore, in terms of assessment mechanism, it is necessary to combine the characteristics of teachers' positions and formulate a talent assessment mechanism that conforms to the law of talent development.

First, universities should start from the essence and purpose of education, establish a correct talent orientation, reverse the scientific research-led evaluation orientation, increase the evaluation content in aspects such as moral characters, educating student and social services, and construct an assessment mechanism with "quality" as the core, so that talents can feel at ease to contribute to the university under the comprehensive assessment mechanism. Related to the concept of Fang

Jianhua (2022, p.11), universities should make clear the orientation of talent introduction, talent use and talent retention, and mobilize the enthusiasm of talent development, promote the appreciation of talent value and speed up the construction of talent team in universities by improving the assessment objectives, assessment methods and assessment standards.

Second, follow the law of talent development and improve the talent assessment mechanism. Carry out classified management of talents, implement classified assessment and evaluation of talents, realize the correspondence between "what to do and what to evaluate", and stimulate the efficiency of talent service. According to the characteristics of different positions and different disciplines, different talent assessment standards are designed to continuously improve the objectivity, professionalism and comprehensiveness of talent evaluation. Pay attention to the diversity of evaluation subjects, evaluate talents from multiple perspectives, and improve the comprehensiveness of assessment and evaluation. Related to the concept of Lu Yuan (2019, p.149), the criteria of talent assessment should adopt different assessment indicators and assessment criteria for different types of talents, and apply different assessment methods and assessment tools to make talent assessment more targeted and avoid the "one-size-fits-all" approach of assessment standards.

Third, ensure the continuity of the assessment process, fairness and fairness, and the effective implementation of the assessment results. Talent assessment is a dynamic and continuous process, universities should pay attention to the process motivational role of the talent assessment mechanism, increase the intensity of assessment of talents in the middle and later stages, and stimulate the vitality of talents. At the same time, it is necessary to strengthen the supervision of the entire assessment process, unblock information feedback channels, and ensure the fairness and impartiality of assessment results. In order to prevent assessment and evaluation from becoming mere formality, it is necessary to establish an application mechanism for assessment results, with the purpose of motivating talents, rationally using assessment results, and improving the effectiveness of the use of human resources. Related to the concept of Han Bin (2012, p.10), only by implementing the dynamic tracking talent assessment mechanism and establishing a systematic and scientific

talent assessment system can universities obtain fair, objective and comprehensive assessment results.

Talent support measures: Focusing on promoting the growth and development of talents, implement traction talent support measures.

After entering the university, talents should not only play their existing value role, but also need to get progress and promotion. In order to maintain the continuous attraction of talents, universities need to continuously optimize the growth and development path of talents, and create enough space and conditions for talents to develop. University talent introduction is a dynamic and continuous process. After talents enter the university, it is not the end but the starting point of talent introduction work. Universities should pay more attention to the follow-up work after talent introduction, increase support for talents, build a talent development platform, optimize the development environment of talents, strengthen humanistic care, strive to solve the practical difficulties faced by talents in various stages of career development, and provide better institutional measures to promote the growth of talents. Therefore, in terms of talent support measures, it is necessary to focusing on promoting the growth and development of talents, do a good job in talent development planning, and give more support to talents in terms of ability improvement, professional title promotion, recognition and awards.

First, make overall planning, strengthen guidance, and formulate teacher training plans. Universities should follow the laws of talent development, and formulate teacher training plans for different stages of talent development. Strengthen guidance on talent development planning, keep abreast of talent trends, and provide talents with more guidance and assistance in career planning. Strengthen the cultivation of talents, and build a good "talent pool" and "reservoir" of university talents. Precise cultivation, establish a talent reserve, lay a solid foundation for cultivating highly sophisticated talents, and accurately select talents for various talent projects. Strengthen the linkage, improve the talent cultivation mechanism linking universities, colleges and disciplines, and strengthen support for leading talents, outstanding young talents, and outstanding scientific research teams. Related to the concept of Li Yan (2019, p.20), universities should attach importance to the cultivation of talents, formulate effective support measures for talents, help them

strive for more resources, fully tap the potential and creativity of talents, and realize the sustainable development of talents.

Second, build a platform to smooth the career development channel of talents. Give full play to Guangxi's geographical advantages, strengthen international exchanges and cooperation, and actively create a talent development environment for collaborative development, openness and sharing. Focus on the promotion of professional titles concerned by talents, improve professional title evaluation standards, innovate evaluation methods, further leverage the "baton" role of the professional title system, and help talent development. Related to the concept of Su Fan (2019, p.44), the less developed areas had a large talent mobility due to the limited funds for introducing talents, few opportunities for talents. It is necessary to improve the talent support measures from the aspects of innovating the mechanism, building the platform, and improving the management.

Third, create a soft environment conducive to the development of talents and create a harmonious working atmosphere. Create an environment that respects and cares for talents, and stimulates the work motivation of talents by providing good working conditions and environment for talents, publicizing advanced deeds, commending and rewarding advanced individuals, etc. Related to the concept of Simon (2013, p.62), the effect of talent introduction is closely related to regional environment construction. In order to achieve the purpose of introducing talents, it is necessary to improve the regional environment and make it match the demand for talents.

Introduction modes and procedures: Based on reasonable positioning and characteristic development, design accurate and efficient talent introduction modes and procedures.

Enriching talent introduction modes can introduce talents more efficiently, and standardizing talent introduction procedures can introduce talents more accurately. Therefore, in order to improve the efficiency of talent introduction in universities, universities should have a global consciousness when formulating talent introduction methods, highlight the advantages and characteristics of talent introduction in Guangxi, and plan long-term talent needs based on their own university positioning and development reality. At the same time, universities must adhere to the correct employment orientation, implement more flexible and diverse

talent introduction modes, formulate more scientific and standardized talent introduction procedures, and constantly improve the quantity and quality of talent introduction. Therefore, in terms of introduce modes and procedures, it is necessary to introduce talents on the basis of reasonable positioning and characteristic development.

First, pay attention to top-level design and do a good job of talent demand plan. Formulate talent introduction methods based on the university's own development positioning and school-running characteristics to avoid blindness in talent introduction. Based on job requirements, scientifically and rationally formulate talent demand plans to avoid waste of talent resources. Related to the concept of Zhan Hui (2020, p.82), when introducing talents, universities should consider the scientific plan, modes and procedure of talent introduction, and fully consider the development needs and long-term development of universities.

Second, multi-pronged approach, efficient introduction. Adopt flexible talent introduction modes, in addition to full-time introduction, talents can be hired through flexible introduction, short-term employment, etc. Expand recruitment channels widely and use various platforms inside and outside the university to attract talents to attract different types of talents to the university. Through recruitment activities and publicity, highlight the geographical characteristics and school-running advantages, and focus on attracting talents from the perspective of providing talents with good growth space and realizing the value of talents. Related to the concept of Pi Yuyu (2021, p.114) proposed that in order to promote the employers to carry out the work of talent introduction more effectively, the departments of employing units should strengthen the publicity of talent introduction, implement diversified ways of talent introduction, in order to increase the number of talent introduction.

Third, strengthen responsibility and introduce talents accurately. Implement the college's talent work target responsibility system, empower the college with the right to select and employ talents, and introduce talents accurately and efficiently. At the same time, strengthen information screening, interview evaluation, assessment and recruitment in the talent introduction process, focusing on examining the talents' abilities and development potential to improve the suitability of talents and positions. Related to the concept of Wang Shujuan (2022, p.18), it is necessary to

clarify the objectives of talent introduction, pay attention to the design of talent introduction procedures, and accurately introduce talents through the implementation of standardized and scientific talent introduction procedures.

Part 3: The suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

The researcher invites 9 experts to evaluate the guidelines for improving the effectiveness of talent introduction, 2 experts from Guangxi university of finance and economics, 2 experts from Guangxi Minzu university, 1 expert from Nanning normal university, 1 expert from Guangxi normal university, 1 expert from Chongqing university, 1 expert from Chongqing university of technology, and 1 expert from Guangxi education department. The 9 experts all have doctoral degrees and professorial titles, and have been engaged in the work and research of education management or human resource management for a long time.

The data interpretation for mean based on Rensis Likert (1932), the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi were at high level, which means the guidelines have suitability and feasibility.

Guidelines for improving scientific research resources have suitability and feasibility. That is because the guidelines pay attention to the investment, integration and optimization of scientific research resources, and pay attention to creating a good scientific research environment and optimizing the scientific research management system. Through improving the supply ability of scientific research resources and the quality of scientific research management and service, the talent gathering to universities is effectively realized.

In terms of strengthening cooperation and co-building the scientific research environment, the guidelines pay attention to the role of scientific research teams in promoting the scientific research innovation ability of universities, and actively introduce and cultivate scientific research teams to create a good scientific research environment for talents. At the same time, emphasis is placed on strengthening academic exchanges and school-enterprise cooperation among universities, which reduces the input cost of scientific research resources and improves the utilization rate of scientific research resources. Related to the concept of Mo Suai (2023, p.48),

strengthening cooperation and exchanges between enterprises and universities, achieving the deep integration of enterprise talent demand and college talent training, and cultivating a good scientific research atmosphere are effective ways to achieve talent gathering.

In the reform of scientific research management system, the starting point of the guidelines is to reduce the burden of talents, optimize the management process, streamline unnecessary procedures, so that talents can devote more energy to scientific research and promote the output of scientific research results. At the same time, by increasing the investment in scientific research funds, improving scientific research facilities, and improving the quality of scientific research management services, it provides various support and guarantee for talents to carry out scientific research. Related to the concept of Jiao Hongbo (2023, p.50), universities should attach importance to the attraction of scientific research environment and atmosphere to talents, constantly strengthen the service guarantee for talents, and provide support for talents in the establishment of scientific research teams, the provision of scientific research facilities and the guarantee of scientific research funds.

Guidelines for improving salary and benefits package have suitability and feasibility. That is because the guidelines focus on improving the salary incentive mechanisms and strengthening the supporting services for talents, by meeting the needs of talents, solving the worries of talents, and maintaining the stability of the talent team.

In the establishment of salary incentive mechanism and improve the life security mechanism of talents, the guidelines propose to the positive incentive oriented, through the design of both efficiency and fairness, general and characteristic salary incentive system for talents, further stimulate and release the vitality of talents; Through the implementation of supporting measures for talents, the content of talents service is constantly expanded, and the sense of talent acquisition is enhanced. Related to the concept of Li Qingxing (2021, p.46), universities should pay attention to the objective impact of economic factors on the flow of talents, increase the "pull" and reduce the "repulsion" through favorable treatment (such as salary, welfare, etc.) and good development platform, so as to attract and retain talents.

In terms of focusing on talent services, the guidelines coordinate to promote talent services, and effectively improve the construction of talent carriers and supporting services. Through coordination to solve the problems encountered by talents in work and life, enhance the sense of belonging of talents; By strengthening the construction of soft environment for talents, the guidelines continuously improve the efficiency of work and the precision level of talent services. Related to the concept of Sun Tao (2020, p.44), universities should pay attention to the balance between work and life of talents, build a humanized and institutionalized talent security mechanism, and pay attention to the improvement of talent service quality to ensure that talents are in the best working condition and constantly increase the sense of belonging to the university.

Guidelines for improving assessment mechanism have suitability and feasibility. That is because the university talent introduction work is a dynamic and continuous process, through the evaluation of talents, in order to better motivate, manage and supervise the introduction of talents. Universities should give full play to the guiding role of talent assessment, continue to carry out talent assessment work, promote and motivate talent enthusiasm and innovation.

In the development of the assessment mechanism, the guidelines propose to establish a correct talent orientation, combined with the characteristics of teachers' positions, formulate the content of talent assessment, and increase the evaluation content of moral characters, education effects and social services; The implementation of hierarchical and classified assessment of talents, combining the disciplinary background and ability characteristics of talents at different levels to formulate assessment standards, so as to encourage talents at different levels to play different roles and values. At the same time, university should pay attention to the pluralism of evaluation subjects, evaluate talents from multiple angles, and improve the comprehensiveness of talent assessment. Related to the concept of Li Pan (2022, p.105), universities should speed up the establishment of a talent assessment system oriented by innovation value, ability and contribution, and establish a hierarchical talent assessment mechanism by improving the talent classification assessment standards, so as to stimulate the vitality of talents and promote talent competition.

In terms of strengthening assessment management, the guidelines propose to strengthen the supervision of the whole process of assessment, smooth the channels for information feedback, and ensure that the assessment requirements are clear, the assessment process is transparent and the assessment results are fair; At the same time, it is necessary to form a closed loop of talent assessment, in order to motivate talents, rationally use the assessment results, and strengthen the evaluation and amendment links of the talent assessment mechanism. Related to the concept of Shi Ce (2023, p.123), universities should strengthen talent assessment management, clarify the job responsibilities of talents, supervise the teaching and research work of talents, and regulate the daily work of talents through assessment.

Guidelines for improving talent support measures have suitability and feasibility. That is because only by continuously paying attention to the development of talents after entering the university, actively building a development platform for talents, and creating a good ecological environment for talent development, can universities continuously promote the growth and development of talents, enhance the value of talents, and form a situation in which universities and talents promote and develop each other.

In terms of strengthening the planning and guidance of talent development, the guidelines propose that universities should implement the concept of development into talent training work, formulate corresponding talent training methods according to the needs of talents at different stages of development, and promote the balanced development of personnel at all levels of the talent team. At the same time, Improve the talent cultivation mechanism linking universities, colleges and disciplines, strengthen the training of all kinds of talents in a planned and targeted way. Related to the concept of Qian Kuan (2020, p.52), universities should pay attention to the growth and development of talents, actively guide talents to closely combine their career development plans with the development goals of the university, and realize the organic unity of personal development and university development.

In terms of creating an environment for talent development, the guidelines propose to actively build a platform, give play to Guangxi's geographical advantages, strengthen exchanges and cooperation with neighboring provinces and countries, and provide more favorable opportunities for talent development. At the same time, universities should build an ecological environment that fits the development of

talents, focus on the development issues concerned by talents, and optimize relevant systems to help talent development. Related to the concept of Jiang Xiaoxia (2023, p.32), providing a good working environment, development environment and exchange and cooperation environment for talents can not only enhance the attractiveness of talents in colleges and universities, but also increase the cohesion and centripetal force of talents.

Guidelines for improving introduce modes and procedures have suitability and feasibility. That is because the selection of talents is the first step and a very important link in the introduction of talents. Through scientific prediction of talent supply and demand, innovation of talent introduction model, and standardization of talent introduction procedures, the number of talent introduction can be more effectively improved and talents needed by universities can be more accurately introduced.

In terms of innovative talent introduction modes, the guidelines propose to make long-term planning for talent introduction, formulate talent demand plan scientifically and rationally, and avoid the blindness of talent introduction and waste of talent resources; At the same time, adopt flexible and diverse talent introduction modes, increase the publicity of talent recruitment, broaden the channels of talent introduction, and attract more talents to the university. Related to the concept of Cui Enkai (2020, p.6), universities should broaden publicity and introduction channels, increase policy publicity, expand the influence of university, and build platforms flexibly with the help of relevant policies.

In terms of standardizing the procedure of talent introduction, the guidelines propose to refine the criteria and procedures of talent introduction, ensure that the process of talent introduction is more objective and fair, and improve the quality of talent team; At the same time, it is necessary to actively build the collaborative mechanism of talent introduction, and the university level should play a leading role to strengthen the macro-guidance of talent introduction. The college level should play the main role and implement the whole process of talent selection. Related to the concept of Chen Zuo (2020, p.25), universities should improve the construction of multi-level task responsibility system for talent introduction, combine the positioning and characteristics of their own discipline construction, and focus on the skills of introduced talents and the compatibility of related research fields.

Recommendations

Implications

Based on the push-pull theory and Li Guoliang's (2023) collaborative quantitative analysis framework of talent policy on the functional dimension of human resource management, namely "selection, cultivation, use and retention", In order to improve the effectiveness of talent introduction, universities must increase the "pull" and reduce the "push". Therefore the researcher gives the implications about guidelines for improving the effectiveness of talent introduction of universities in Guangxi are as follows:

Scientific Research Resources

First, introduce and cultivate scientific research teams. Actively introduce and cultivate scientific research teams with disciplinary characteristics and professional characteristics, and through the scientific research project funds, supporting funds and other contents, ensure that talents successfully complete scientific research work objectives and tasks. Second, pay attention to the integration of scientific research resources. Through scientific allocation of scientific research resources, establish an academic exchange platform between universities, strengthen university-enterprise cooperation, improve the utilization rate of scientific research resources. Third, promote the reform of the scientific research management system. Formulate a scientific research management system and streamline unnecessary processes, improve efficiency, and fully release the vitality of scientific research resources.

Salary and benefits package

First, implement flexible and diverse salary incentive mechanisms. Through the formulation of differentiated talent introduction treatment and the implementation of incentive compensation mechanism to increase the attractiveness of talents at different levels. Second, improve the living security mechanism for talents. In addition to actively solve the talents in the working conditions, medical treatment, spouse employment, children enrollment and other concerns, but also publicity of advanced deeds, recognition and reward advanced individuals. Third, collaboratively promote talent service work. Implement the talent service and supporting systems, cash the treatment as soon as possible, and improve the talent service chain, and promote the development of talent service work to the direction of humanization and refinement.

Assessment mechanism

First, establish a classified assessment mechanism for talents. Highlight the different characteristics and values of talents at different levels, formulate a set of assessment methods that are more in line with the reality of talents, and give full play to the role of hierarchical evaluation of talents in guiding talent development. Second, according to the characteristics of different positions and different disciplines, different talent assessment standards. Pay attention to the diversification of the evaluation subject, and evaluate the level, ability and contribution of talents from multiple dimensions, multiple angles and a full range. Third, pay attention to the whole process of assessment and form a closed loop of work. Universities should ensure that the assessment requirements are clear, the assessment process is transparent, and the assessment results are just, and it is necessary to timely feedback the assessment results to talents.

Talent support measures

First, strengthen the planning and guidance of talent growth. Based on the demand of diversified growth of talents, through the formulation of targeted teacher training plans, continue to strengthen the cultivation of talents. Second, create an international environment for talent development. Universities should strengthen the international cooperation platform for talent development, cooperate with each other in resource docking, and actively create a collaborative development, open and shared talent development environment. Third, smooth channels for talent development. Universities should pay attention to and solve the problems encountered in the development of talents, such as: improvement of comprehensive ability, professional title promotion, and post promotion, etc.

Introduce modes and procedures

First, Pay attention to top-level design. Universities will refine the target of talent scale and reasonably plan talent needs, and through the elaboration of talent selection criteria and procedures to promote the talent selection process more objective and fair. Second, actively build a talent introduction collaborative mechanism. University level should play a leading role and strengthen the guidance of talent introduction. College level should play the main role and implement the whole process of talent selection. Third, adopt flexible and diverse modes of talent introduction. The introduction model of talents based on full-time introduction,

supplemented by part-time and short-term employment is implemented to attract more types of talents to the university.

Future Researches

1. In this research, 8 universities in Guangxi were selected as samples to conduct a questionnaire survey on the current situation of talent introduction in universities in Guangxi. The number of micro-data collected was small, and vocational universities were not involved, so the overall current situation of talent introduction in universities in Guangxi could not be comprehensively understood. Therefore, in future research, the scope of research can be expanded and more detailed research can be conducted on universities of different types and levels.

2. Based on push-pull theory, the researcher designed and analyzed five key variables improving the effectiveness of talent introduction from the perspective of increasing "pull force", future research can continue to explore more variables of talent introduction in universities based on other theories for more comprehensive verification.

3. This research perspective was mainly conducted from the perspective of administrators, and the research methods mainly adopt literature analysis, questionnaire survey and structured interview methods. Future research can build on this, researcher can carry out research on the satisfaction of talent introduction and its influencing factors of universities in Guangxi from the perspective of talents, use questionnaires to carry out a survey on satisfaction with talent introduction, and use mathematical statistics to test the model of influencing factors of satisfaction. Through more empirical research, more targeted suggestions can be made to improve the effectiveness of talent introduction of universities in Guangxi.

4. The research on effectiveness of talent introduction involves many disciplines such as pedagogy, management, economics, behavior and sociology. In the future research, interdisciplinary research teams can be organized to carry out more comprehensive and in-depth research by combining their respective advantages, and put forward more opinions and suggestions on talent introduction that not only meet the development goals of universities but also meet individual needs of talents.

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Appendices

Appendix A

List of Specialists and Letters of Specialists Invitation
for IOC Verification

Specialists for IOC Verification

NO	Name	Personal Introduction
1	Zhang Hui	Education: Master's degree Work unit: Guangxi University of Finance and Economics Professionaltitle : Associate professor
2	Li Haining	Education: Master's degree Work unit: Guangxi University of Finance and Economics Professionaltitle : Associate professor
3	Long Mujun	Education: Doctor's degree Work unit: Chongqing University Professionaltitle : Professor
4	Jiang Hanxiang	Education: Doctor's degree Work unit: Chongqing University Professionaltitle : Professor
5	Su Guangcai	Education: Doctor's degree Work unit: Guangxi University Professionaltitle : Professor

Appendix B

Official Letter



Ref.No. MHESI 0643.14/841

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Zhang Hui, Guangxi University of Finance and Economics

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

With your expertise, we would like to ask your permission to validate the attached research instrument. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
Tel.+662-473-7000
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Ref.No. MHESI 0643.14/842

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Li Haining, Guangxi University of Finance and Economics

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

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Sincerely,

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Dean of Graduate School

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Ref.No. MHESI 0643.14/843

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Long Mujun, Chongqing University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi”

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RefNo. MHESI0643.14/844

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Jiang Hanxiang, Chongqing University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

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Ref.No. MHESI 0643.14/845

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to validate research instrument

Dear Professor Dr. Su Guangcai, Guangxi University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi”

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Ref.No.MHESI0643.14/855

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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Ref.No. MHESI 0643.14/856

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi Minzu University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Ref.No. MHESI0643.14/857

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Nanning Normal University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

A handwritten signature in blue ink, consisting of a stylized 'K' followed by a horizontal line and a small flourish.

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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Ref.No. MHESI 0643.14/858

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi Medical University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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Ref.No.MHESI0643.14/859

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi University of Finance and Economics

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

A handwritten signature in blue ink, appearing to be 'K' followed by a stylized flourish.

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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Ref.No. MHESI 0643.14/860

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Guangxi University of Science and Technology

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

With your expertise, we would like to request to collect the data to be used in the research. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

A handwritten signature in blue ink, appearing to be 'K. Sawangcharoen', written in a cursive style.

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/861

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Beibu Gulf University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

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Ref.No. MHESI 0643.14/862

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Request for Data Collection

Dear Hechi University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research. List of universities and colleges according to the attached document.

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Ref.No. MHESI 0643.14/846

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Sir or Madam, Guangxi University of Finance and Economics

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

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Ref.No. MHESI 0643.14/847

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Sir or Madam, Guangxi University of Finance and Economics

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

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Sincerely,

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Dean of Graduate School

Bansomdejchaopraya Rajabhat University
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Ref.No. MHESI 0643.14/848

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Sir or Madam, Guangxi Minzu University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research.

With your expertise, we would like to ask your permission to evaluate the attached guideline. Would like to avail ourselves of this opportunity to express our sincere thanks and appreciation for your help.

Sincerely,

(Assistant Professor Dr.Kanakorn Sawangcharoen)
Dean of Graduate School

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Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Sir or Madam, Nanning Normal University

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Ref.No. MHESI 0643.14/850

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

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Ref.No. MHESI0643.14/851

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Sir or Madam, Chongqing University

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

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Ref.No. MHESI0643.14/852

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Sir or Madam, Chongqing University of Technology

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle "Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi"

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Ref.No. MHESI0643.14/853

Bansomdejchaopraya Rajabhat University
1061 Itsaraparb Hirunrujee
Thonburi Bangkok 10600

22 January 2024

RE: Invitation to evaluate the guideline

Dear Sir or Madam, Guangxi Education Department

Mrs.Liang Li is a graduate student in Doctor of Philosophy Program in Educational Administration of Bansomdejchaopraya Rajabhat University. She is undertaking research entitle “Guidelines for Improving the Effectiveness of Talent Introduction of Universities in Guangxi”

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Appendix C

Research Instrument

Questionnaire

Title: Guidelines for improving the effectiveness of talent introduction of universities in Guangxi

Explanation

1. This questionnaire is about guidelines for improving the effectiveness of talent introduction of universities in Guangxi. The objectives of this research were to study the current situation of the effectiveness of the talent introduction of universities in Guangxi, to propose the guidelines for improving the effectiveness of talent introduction of universities in Guangxi, and to evaluate the suitability and feasibility of guidelines for improving the effectiveness of talent introduction of universities in Guangxi.

2. The questionnaire about guidelines for improving the effectiveness of talent introduction of universities in Guangxi, which provided into two parts. Part one is personal information of respondents and part two is survey about the current situation of the effectiveness of the talent introduction of universities in Guangxi, total 62 questions.

3. Please tick✓ in the columns that represent your opinion about the talent introduction of universities in Guangxi.

Thank you

Mrs. Liang Li

A doctoral student in Educational administration program
Bansomdejchaopraya Rajabhat University

Part 1: Respondent Status (Personal Information)

1. University

- ☐ Guangxi University ☐ Guangxi Minzu University ☐ Nanning Normal University
☐ Guangxi Medical University ☐ Guangxi University of Finance and Economics
☐ Guangxi University of Science and Technology ☐ Beibu Gulf University
☐ Hechi University

2. Gender

- ☐ Male ☐ Female

3. Age

- ☐ Under 30 years old ☐ 30-40 years old ☐ 41-50 years old ☐ 51-59 years old

4. Education background

- ☐ Bachelor's degree ☐ Master's degree ☐ Doctor's degree

5. Years of work experience

- ☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16-20 years ☐ 20 years above

6. Level of professional title

- ☐ Primary ☐ Intermediate ☐ Deputy Senior ☐ Senior

Part 2: Survey about the level of the effectiveness of talent introduction of universities in Guangxi

5 express the level of talent introduction of universities in Guangxi were at strongly high level

4 express the level of talent introduction of universities in Guangxi were at high level

3 express the level of talent introduction of universities in Guangxi were at medium level

2 express the level of talent introduction of universities in Guangxi were at low level

1 express the level of talent introduction of universities in Guangxi were at strongly low level

**Guidelines for improving the effectiveness of talent introduction of
universities in Guangxi**

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Level				
		5	4	3	2	1
Scientific research resources						
1	Administrators provide research start-up funds for talents.					
2	Administrators provide perfect scientific research facilities and laboratory equipment.					
3	Administrators provide a variety of literature resources.					
4	Administrators have set up a sufficient number of scientific research teams.					
5	Administrators provide sufficient opportunities for academic exchange.					
6	Administrators provide sufficient opportunities for scientific research cooperation with external units.					
7	Administrators provide sufficient channels for applying for scientific research projects.					
8	Administrators provide sufficient supporting funds for scientific research.					
9	Administrators have formulated reasonable and transparent scientific research management system.					
10	Administrators have formulated a clear and concise scientific research funding reimbursement process.					
11	Administrators timely cash scientific research funds.					

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Level				
		5	4	3	2	1
Salary and benefits package						
1	Administrators provide competitive salary packages based on different levels of talent.					
2	Administrators enhance talent motivation by providing attractive salary incentives.					
3	Administrators have developed a comprehensive system of bonuses and allowances for talent.					
4	Administrators provide housing or housing subsidies.					
5	Administrators make appropriate arrangements for talented spouses.					
6	Administrators have resolved talent children's education.					
7	Administrators provide excellent medical care services for talent.					
8	Administrators have established a talent management service department.					
9	Administrators timely cash delivery of talent benefits.					
10	Administrators have developed a talent treatment system aligned with its institutional vision and goals.					
11	Universities' talent treatment system have effectively reduced talent mobility rates.					

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Level				
		5	4	3	2	1
Assessment mechanism						
1	Administrators prioritize the evaluation of teachers' ethical conduct.					
2	Administrators prioritize the evaluation of teaching work.					
3	Administrators prioritize the evaluation of scientific research work.					
4	Administrators prioritize the evaluation of social service work.					
5	Administrators have formulated talent assessment standards that adapt to the characteristics and differences of different disciplines.					
6	Administrators have formulated an objective, scientific, and fair assessment system for evaluating talents.					
7	Administrators have formulated clear and explicit requirements and procedures for assessments.					
8	Administrators set short-term, medium-term, and long-term targets for talent assessments.					
9	Administrators prioritize the application of assessment results.					
10	Administrators prioritize feedback on assessment results.					
11	Administrators have developed a talent assessment mechanism aligned with its institutional vision and goals.					

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Level				
		5	4	3	2	1
Talent support measures						
1	Administrators have established a incentive system for professional titles.					
2	Administrators have established a incentive system for post appointment.					
3	Administrators provide exceptional working conditions to attract and retain talents.					
4	Administrators have formulated a talent training system following their recruitment.					
5	Administrators prioritize spiritual incentives such as recognition, praise,etc.					
6	Administrators foster a positive work atmosphere.					
7	Administrators prioritize enhancing talent's organizational identity.					
8	Administrators prioritize talent development planning and guidance.					
9	Administrators provide a high-quality talent development platform.					
10	Administrators have formulated a specialized reward and subsidy system for talents.					
11	Administrators encourage the active involvement of talents in management roles to enhance their motivation.					

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Level				
		5	4	3	2	1
Introduce modes and procedures						
1	Administrators have formulated a comprehensive talent demand plan.					
2	Administrators have formulated different levels of talent introduction conditions.					
3	Administrators have adopted a flexible and diverse introduce mode.					
4	Administrators have formulated clear talent introduction procedure.					
5	Administrators have implemented diversified recruitment channels to attract talents.					
6	Administrators ensure wide publicity of the recruitment information.					
7	Administrators have formulated standardized talent interview process.					
8	Administrators prioritize the selection and investigation of talents.					
9	Administrators efficiently complete the entire recruitment process.					
10	Administrators have formulated reasonable service period for talents.					
11	Administrators have formulated an efficient on boarding process for talents.					
12	Administrators have formulated a talent introduction method in aligned with the long-term goals.					

Structured Interview

Guidelines for improving the effectiveness of talent introduction of universities in Guangxi

This Structured Interview is divided into two parts:

Part 1: Personal Information

Part 2: Suggestion for improving the current situation of the effectiveness of talent introduction of universities in Guangxi

Part 1: Personal Information

Interviewee _____ Interview Date _____ Interview Time _____

Gender _____ Education background _____

Academic title _____ Work place _____ Work experience _____

Part 2: Suggestion for improving the current situation of the effectiveness of talent introduction of universities in Guangxi

Instruction: please provide your opinion on the following statement

1. How to improve the number of scientific research teams at scientific research resources? In addition, what are your suggestions for universities in providing scientific research resources for talents?

2. How to formulate talent treatment system at salary and benefits package to reduce the brain drain? In addition, what are your suggestions for universities in formulating salary and benefits package?

3. How to formulate talent assessment standards at assessment mechanism that adapt to the characteristics and differences of different disciplines? In addition, what are your suggestions for universities in formulating assessment mechanisms?

4. How to strengthen the training of talents after entering the university at talent support measures? In addition, what are your suggestions for universities in formulating talent support measures?

5. How to formulate talent introduction method in aligned with the long-term goals? In addition, what are your suggestions for universities in formulating introduce modes and procedures?

Interview content

Question 1: How to improve the number of scientific research teams at scientific research resources? In addition, what are your suggestions for universities in providing scientific research resources for talents?

Interviewee 1: Since the reform of education evaluation in 2020, the evaluation system of "only papers" and "only scientific research" is changing. Therefore, accurately grasping the direction of change and constructing the introduction system according to the new evaluation system in advance are the key to improving the introduction ability. In view of the shortage of scientific research teams in Guangxi universities, it is necessary to increase the efforts to introduce and retain staff. Compared with universities in eastern China or developed regions, the number of high-level scientific research teams in central and western universities has grown slowly. Therefore, colleges and universities still need to continuously increase the introduction of high-level talents, and adopt flexible and diverse employment methods to improve the absorption of high-level talents. When providing scientific research resources for talents, it is necessary to pay attention to the provision of "soft resources", "unbind and reduce the burden" for talents, and fully release the vitality of scientific research resources. The red tape system environment of the system is an important factor affecting the satisfaction of talents to the system. In the application of talent projects and reimbursement of scientific research funds, it is necessary to streamline unnecessary process design and certification materials as much as possible, such as reducing the provision of excessive and unnecessary certificates and reducing unnecessary assessment reports.

Interviewee 2: In order to improve scientific research resources in the number of high-level scientific research teams, it is necessary to provide more research funding platforms for talents to play the role of scientific research teams. At the same time, in order to fully mobilize the strength of the scientific research team, it is necessary to further increase the financial support for the scientific research team. In terms of scientific research resources, it is suggested to integrate the resources of the whole university, including laboratories and scientific research talents, optimize the proportion of resources, make full and reasonable use of existing resources, and maximize the utilization of scientific research resources.

Interviewee 3: In terms of the introduction of scientific research teams, the model of team introduction can be implemented to increase the number of scientific research teams by introducing leading talents and their teams in key disciplines. In terms of the cultivation of scientific research teams, it is necessary to establish the cultivation and development of scientific research teams, and increase the support of various resources such as capital and manpower. At the same time, we should fully understand the needs of talents and provide them on demand; Integrate the resources of the whole school to make full use of resources.

Interviewee 4: As for how to increase the number of university research teams, I think first, we should strengthen the training of our own research teams, focusing on building scientific research teams with disciplinary characteristics and professional characteristics. The second is to adopt the "leading talent + team" introduction model; Suggestions on providing scientific research resources for talents in universities: first, accelerate the construction and iteration of basic resources, such as laboratories and research platforms; The second is to formulate scientific research management methods and distribution mechanisms to provide financial support for talents to carry out scientific research.

Interviewee 5: To increase the number of scientific research teams, we must first optimize the composition and structure of the team, encourage interdisciplinary cooperation, and attract experts and scholars from different fields to join. Secondly, laboratory construction should be strengthened to provide necessary hardware facilities for research teams to carry out research. Finally, it is necessary to establish cooperative relations with other universities, research institutions and enterprises to share resources. In addition, it is necessary to improve the quality of scientific research management and service, and provide support for talents in project application, fund reimbursement, and achievement transformation. Increasing opportunities for academic exchange and cooperation, holding regular academic conferences and seminars to promote academic exchange and cooperation.

Interviewee 6: In order to increase the number of university scientific research teams, we should pay attention to both team introduction and team training. Relying on the university's characteristic disciplines and first-class disciplines, we will concentrate resources and set up scientific research teams. In the introduction of talents, the selective introduction of scientific research teams, and the school's own scientific research team to form a complementary. In terms of providing scientific research resources for talents, there are the following three suggestions: 1) Increase the scientific research funding for talents. 2) To provide talents with scientific research platform, academic exchange opportunities, school-enterprise cooperation opportunities. 3) Optimize the reimbursement process for scientific research funds.

Interviewee 7: In my opinion, it is necessary to increase the number of scientific research teams in universities and give full play to the role of team leaders. Leaders with high academic level and strong organizational ability can better set up scientific research teams and lead team members to implement relevant scientific research projects. Team leaders can be selected through introduction or on-campus selection. In terms of the investment of scientific research resources, I think the

following aspects need to be improved: 1) The establishment of special research funding groups to ensure that funds are landed and not diverted for other purposes; 2) Formulate a system for the use of scientific research funds, fail to carry out relevant scientific research activities according to the schedule, and deduct the scientific research funds according to the relevant proportion; 3) Various hardware and software are in place.

Interviewee 8: Build a benign scientific research innovation environment and scientific research service system, and constantly improve the incentive mechanism for scientific research talents. In terms of scientific research resources, it is necessary to carry out a more reasonable optimization allocation in the aspects of project declaration, fund use and management, and achievement transformation. High-quality resources should be more inclined to front-line scientific research talents, and dilute the interference of administrative factors on scientific research. The establishment of scientific research projects should closely focus on the actual needs of national social development and university education and teaching, avoid the establishment of projects for the sake of the establishment of projects, and eliminate ineffective and useless scientific research.

Interviewee 9: In terms of increasing the number of scientific research teams, we should strengthen the introduction of high-level talents, and set up scientific research teams with high-level talents as the core. In terms of providing scientific research resources, increase the investment of scientific research funds, provide scientific research start-up fees for talents when introducing talents, and help talents quickly enter scientific research work after entering the school. At the same time, it is necessary to optimize the scientific research resources in the university, release the vitality of resources, increase exchanges and cooperation with other universities, and share scientific research platforms.

Interviewee 10: In order to improve the number of university research teams, in the team introduction, we must first use good policies, formulate team introduction methods, and focus on the introduction of key disciplines and characteristic disciplines research teams. In terms of team cultivation, the research team cultivation plan is formulated, a certain number of scientific research teams are selected every year, and certain financial support is given. In terms of sharing scientific research resources, we should increase cooperation with other countries and share scientific research resources and platforms. At the same time, it is necessary to increase the guidance for talents in applying for scientific research projects, writing papers, and using funds.

Interviewee 11: From the situation of talent introduction in Guangxi in recent years, many universities provide talents with scientific research start-up fees, but do not provide talents with better scientific research resources or research platforms, resulting in talents can only rely on classes to obtain class pay after entering the school, which is not conducive to the development of talents. Therefore, universities should increase the investment of scientific research resources, build scientific research platforms, and provide scientific research convenience for talents. At the same time, increase investment in hardware resources, and provide talents with perfect scientific research laboratories, books and literature resources.

Interviewee 12: Multi-channel exchanges and cooperation platforms will be built to further help talents update their education and teaching concepts and broaden their international academic horizons. Promote the university to establish extensive contacts with other universities, carry out regular academic exchange activities, and constantly improve the academic dialogue ability and research participation of talents. The university should actively invite all kinds of experts to carry out cooperative research, lectures, project development and technical exchanges, participate in the research and research work of the university's key scientific research topics, hold international conferences or national important academic conferences and carry out other academic exchange activities.

Interviewee 13: With the leader as the core, establish a cross-professional scientific research team. Talent team is the driving force for the development of a university. The conformal construction of a university needs to rely on the collective strength and creativity of the scientific research team. The scientific research team with the discipline team leader as the core can effectively stimulate the ability of the scientific research team members in teaching and scientific research, promote the rapid growth of the team members and accelerate the construction of the talent team. In terms of the formation of scientific research teams, it is necessary to take leading talents and academic leaders as the core, and build a group of innovation teams with stable research direction, reasonable echelon structure, high professional level, active academic thoughts, and good development momentum.

Interviewee 14: In terms of the introduction of scientific research teams, it is recommended to adopt the talent introduction model of "leading talents + scientific research teams". The members of the scientific research team are determined by the team leader, and the scientific research team is generally composed of core members and general members. The scientific research team shall introduce and implement target responsibility contract management, and the leading talents of the

team shall, on behalf of the team, agree with the employing unit on the target tasks, support conditions and benefits of the team and sign the appointment contract. During the employment period, the team leader should combine the development of the discipline and the needs of scientific research, cultivate the teaching and research backbone in the way of "mentoring", be responsible for the formation of the academic echelon of the discipline, lead the team to carry out cutting-edge research, and actively declare various innovative team projects.

Interviewee 15: First, select the team leader. Senior professional title personnel who are rigorous in learning, pioneering and innovative, have made outstanding achievements in teaching, scientific research or social services, and have a strong sense of professionalism, responsibility and teamwork spirit will be selected as team leaders from the teachers. Second, choose the team members. Team talent echelons should have a reasonable discipline, learning background and age structure, team members should have the courage to explore, dare to innovate team spirit, have a strong ability to independently carry out scientific research. Third, we should rely on the resources and platforms of the school. Develop the innovation team support plan, carry out the selection of the innovation team, and provide financial support.

Interviewee 16: Improve the management mechanism of scientific research teams, provide guarantees in terms of experimental equipment and scientific research funds, and solve the worries of talents; Attach importance to the transformation of results, invite experts to provide consulting and certification services for the team, promote the industrialization of research results of research teams, provide "green channels" for the team, and promote the marketization of results; Strengthen the financial control of scientific research projects, reduce process management, implement process supervision, and improve the enthusiasm of talents for scientific research.

Question 2: How to formulate talent treatment system at salary and benefits package to reduce the brain drain? In addition, what are your suggestions for universities in formulating salary and benefits package?

Interviewee 1: The tool color of talents is relatively strong, which is reflected in three aspects: 1) the short-term return of talents is high, and the long-term return is low. 2) The monetary income of talents is high, and the non-monetary income is low. 3) Paper output requirements are high, other requirements are low. To optimize the treatment system of talents, we should pay attention to the sustainability of the system, control the situation of "three high and three low", and pay attention to the humanistic care of talents.

Interviewee 2: In order to avoid the brain drain, in the formulation of talent treatment system, we should not only consider the salary treatment, but also consider the long-term needs of talent development, and attract and retain talents through talent projects, talent platforms and other ways. At the same time, it is necessary to improve the level of talent service, especially in life, to provide more preferential systems to retain people by emotion and service. For the formulation of salary, we can explore the implementation of the "one person, one discussion" salary system, which varies from person to person and stimulates the vitality of talents.

Interviewee 3: When formulating talent treatment systems, we need to pay more attention to the long-term mechanism, rather than just looking at short-term benefits. We should further improve the talent bonus and subsidy system, accurately evaluate the contribution of talents, and achieve the purpose of continuously motivating talents. Improve the service quality of talents in universities, give talents more to be desired in work and life, and increase talents' sense of belonging to the university.

Interviewee 4: First, we must adhere to the principle of fair pay design, only under the premise of fairness, it is possible to create a sense of identity and enhance satisfaction. Second, it is necessary to design an incentive salary system based on the labor characteristics of university teachers and performance contribution.

Interviewee 5: When formulating the talent treatment system, universities should consider both the needs of talents and the actual situation of the school to avoid difficulties in honoring the treatment, resulting in a large gap between talents and poor policy experience. In terms of remuneration package, differentiated remuneration strategies can be developed according to different disciplines, research areas and individual contributions. At the same time, we should further improve the bonus and allowance system and establish a long-term incentive mechanism to encourage employees to stay in colleges and universities for a long time.

Interviewee 6: In the establishment of the talent treatment system, it is necessary to establish a long-term mechanism to motivate talents as the core, and help talents grow and develop through the talent treatment system. For the key introduction of talents, explore the establishment of "one event, one discussion" salary system. We will provide more care and care for talents, implement relevant treatment in housing, child enrollment, spouse placement, and other aspects, and solve the livelihood problems of talents, so that talents can work with peace of mind after entering school.

Interviewee 7: To reduce the rate of talent loss, we first need to consider the development of competitive salary, in line with the expectations of talents, in order to attract more talents to work in the university, the development of salary should be slightly higher than the local civil servants of the same level of standards, highlighting the social status of college teachers or to the same level of universities, or even slightly higher. When formulating the salary system, we should take incentive as the goal, more work, more pay, no work. At the same time, it is necessary to pay attention to talent management and service work, care about all aspects of the daily life of the family members of talents, do a good job in service security and fulfill the welfare benefits of talents on time.

Interviewee 8: Do a good job and implement the top-level design of the university, so that the introduction of talents and the development of the university cause to form a joint force, establish a sound talent needs to meet the mechanism (spiritual, material, development needs, etc.), commendation system and restraint methods, strengthen the ideological unity of the talent team and humanistic care, implement the compensation incentive diversification and scientific reform, and give full play to the stability, adjustment and incentive functions of the compensation mechanism.

Interviewee 9: The university needs to adjust the treatment of talents according to the development and change of the situation, combined with the demand of employment, to ensure that the talent treatment system conforms to the long-term goal of the university. For high-level talents, promote the implementation of the system, increase the attraction of high-level talents, fully release the effectiveness of talents, and stimulate the enthusiasm of talents. Provide high-quality services for talents, so that talents can feel at ease to serve the university, such as children's enrollment, spouse job placement, transfer housing, etc.

Interviewee 10: Formulate differentiated treatment methods for talents, and formulate different treatment methods for talents according to different levels of talents, and the treatment of talents should be tilted toward high-level talents. At the same time, the college should do a good job in the contact of talents, build a bridge between talents and universities, understand the needs of talents, further improve the talent subsidy system, so that talents can live and work in peace and contentment.

Interviewee 11: The loss of talents in universities indicates that the employment and retention of talents after the introduction of talents cannot be done properly, and the effective talent incentive guarantee mechanism cannot be

implemented to solve the problems of the use of high-level talents during the service period and the retention of high-level talents outside the service period. If the risk prevention and control of the brain drain are not taken into account when the local colleges and universities formulate the talent salary and treatment system, the talent incentive guarantee mechanism formulated can not meet the needs of talents, which will increase the risk of brain drain.

Interviewee 12: The salary incentive mechanism is one of the main ways to attract and stabilize talents. By deepening the reform of the personnel system, improving the performance-oriented salary system, and implementing the excellent performance and excellent reward, the vitality of talents can be further stimulated. The same salary system for everyone cannot motivate talents to truly exert their value, and it is difficult to improve the attractiveness of universities to outstanding, high-end and high-level talents. Therefore, on the basis of the original salary system, universities can implement flexible and diverse salary incentive mechanisms, such as: scientific development of a one-time major reward system; The annual salary system for high-level talents will be gradually implemented after an individual trial. Through improving the salary system of high-level talents, we can give full play to the positive incentive guiding role of salary incentive mechanism to high-level talents, so as to achieve the purpose of retaining talents and making good use of talents.

Interviewee 13: In terms of how to retain talents, it is necessary to comprehensively and deeply consider what talents care about, what they value and what they worry about. When formulating the talent security system, field investigations should be carried out for all types of talents to comprehensively understand what talents care about, what they attach importance to and what they worry about, and through the establishment of perfect talent security and supporting measures to solve the worries of talents. For example, wage levels, housing, children's schooling, spouse employment, medical care, household registration policies, and the residence, settlement and entry and exit of overseas talents. In addition, we should pay attention to talent management service work, build a "one-stop" talent service system, improve the efficiency of talent service, and enhance the soft power of talent introduction.

Interviewee 14: Implementing the construction of supporting measures for talents is an important means to attract talents to stay. Universities should provide a competitive level of talent service, expand the content of talent "one-stop" service, provide good talent security measures, and encourage talents to stay and develop. In addition, the university should provide a certain leading salary level compared

with other universities in neighboring provinces and cities, and increase the subsidy standard for talents to attract talents to stay on campus. The university should further optimize the salary structure, take the incentive as the orientation, reasonably set the weight of performance salary, and moderately open the income gap among teachers through performance rewards.

Interviewee 15: Universities should take both external and internal factors into full consideration when making the salary for talents. First of all, when introducing talents, universities need to fully conduct market research, reasonably delimit salaries, ensure that salaries have external competitiveness, and maintain talent attraction. Secondly, universities should not only focus on the immediate situation and attract talents with high salary, high welfare, or even regardless of the cost when formulating the treatment of talent introduction. They should comprehensively consider their own economic strength and the fairness of talent salary distribution, and provide a matching salary for the introduced talents. Finally, the salary increase mechanism should be established to adjust the treatment of talents regularly according to the changes of market prices and the development of the university, so as to maintain the stability of talents.

Interviewee 16: Strengthen the system thinking, from the salary system, incentive mechanism, performance appraisal system and other aspects of consideration to provide talents with fertile ground for entrepreneurship. Formulate talent policies in different categories, create opportunities and platforms for the career development of all kinds of talents, provide convenient services for the employment of talents' spouses (children), children's school enrollment, medical treatment, etc., gradually improve and enhance the scientific research working conditions and living benefits of talents, enhance the sense of accomplishment and gain of talents at different levels, so that talents are willing to devote themselves to teaching and research work and work with peace of mind. Reduce brain drain.

Question 3: How to formulate talent assessment standards at assessment mechanism that adapt to the characteristics and differences of different disciplines? In addition, what are your suggestions for universities in formulating assessment mechanisms?

Interviewee 1: At present, the talent assessment standard has a strong color of industry interests, disciplinary interests and professional interests. In order to formulate talent evaluation standards that can adapt to the actual situation, the biggest difficulty and the most urgent task is to break the pattern of talent evaluation

standards dominated and monopolized by the above-mentioned interest groups, and introduce appropriate and effective external supervision.

Interviewee 2: First of all, we should pay attention to the diversification of assessment standards, not only the performance of scientific research, but also the performance of teaching, scientific research and social services. Secondly, we should pay attention to the diversity of results, give full play to the advantages of different talents, and encourage the output of diverse results. Finally, it is necessary to carry out classification assessment. According to different types of talents, different assessment standards are formulated to give full play to the role of different talents. The establishment of talent assessment mechanism needs to conform to the law of talent development, can not only look at short-term results, can not blindly increase the burden of talent assessment.

Interviewee 3: Delegate the power of examination and approval, and the college shall carry out the assessment of talents and formulate the assessment standards for talents in the field of the discipline. For the setting of assessment indicators, the mode of combining hard indicators and soft indicators is adopted, which can not only assess the number of published papers and declared projects of talents, but also assess the teaching effect of talents and the participation in college affairs. At the same time, it is necessary to enrich the assessment forms, using personal self-assessment, college evaluation, peer evaluation, expert evaluation and other evaluation methods.

Interviewee 4: Clarify the goals, requirements and responsibilities of talent introduction, formulate a performance appraisal system that meets the needs of teaching, scientific research and discipline construction, and emphasize quality orientation in the assessment and evaluation process, so as to encourage teachers to produce more original, innovative and standard high-level research results. Pay attention to the application of assessment results, and the assessment results are directly linked to the resource allocation and reward of talents and their colleges. Adopt a combination of annual assessment of talents, mid-term assessment of service period and expiry assessment, avoid the situation of "heavy introduction and light assessment", and ensure that talents continue to play a role after introduction.

Interviewee 5: First of all, it is necessary to fully understand the characteristics of various disciplines. For example, natural science often describes the laws of nature by means of quantitative research, which is verifiable, and its evaluation is mainly quantitative. However, philosophy and social science are significantly different from natural science research in terms of research objects, cognitive orientation, research

results and citation behavior, and it is difficult to use a unified standard for evaluation. Within the same subject area, there are also differences in evaluation standards among different subjects. Therefore, it is necessary to conduct type assessment of talents on the basis of disciplines to avoid the situation of "one foot to the end". At the same time, the establishment of a diversified evaluation system, in addition to academic achievements, should also consider the quality of teaching, social services, teamwork and other aspects of performance. When establishing the evaluation mechanism, it is necessary to ensure that the evaluation process is open and transparent, so that all teachers can understand the evaluation criteria and procedures.

Interviewee 6: According to the actual subject field, different assessment standards and requirements are set according to humanities and social sciences, science and engineering. It should conduct classified management and assessment of talents, highlight the performance characteristics of different types of talents, pay attention to the diversification of assessment standards, comprehensively assess the performance of talents, abandon the traditional assessment mode of only focusing on papers and projects, and pay attention to the actual contribution of talents.

Interviewee 7: In my opinion, the following points should be achieved in the formulation of the talent assessment mechanism: 1) seek truth from facts, formulate talent assessment standards based on extensive research, listening to opinions and expert argumentation; 2) In the process of implementation, constantly enrich and improve, cover the interests of the vast majority of talents, and formulate different assessment standards for different groups; 3) Pay attention to the application of assessment results, with incentives as the main, punishment as the supplement; 4) Strengthen the supervision of assessment to ensure that the assessment process is open, transparent and fair; 5) The assessment mechanism focuses on stimulating talent's subjective initiative and fully stimulating talent's sense of self-efficacy.

Interviewee 8: Talent assessment standards are oriented. Talent assessment standards should be formulated according to the development goals of the university and the needs of professional development of different disciplines. It is necessary to consider what goals or achievements the development of disciplines needs to achieve and what kind of talent team is needed as support, so as to formulate different personalized talent assessment and evaluation standards. In the process of formulating talent assessment standards, it is also necessary to pay attention to the feasibility of various assessment indicators, which should be gradual and not one-size-fits-all. Optimize the assessment methods of scientific research

talents, implement the classification assessment and classification evaluation of scientific research talents and front-line teaching staff, stimulate the endogenous motivation of team scientific research, and constantly improve the sense of scientific research team.

Interviewee 9: Give full play to the guiding role of the assessment mechanism "baton", take moral education as the first standard, refer to the evaluation standards of different disciplines, professional title evaluation standards, etc., and formulate differentiated assessment standards. At the same time, we should pay attention to the diversification of assessment indicators, not only focusing on papers, projects, awards and other assessment indicators, but also pay attention to the assessment indicators of teachers in teaching, participation in college work, participation in social work and other aspects, and comprehensively assess talents. It is best to classify the talents and assess them according to the characteristics of the positions.

Interviewee 10: In the aspect of talent assessment, universities should formulate the talent assessment mechanism from a global perspective. Formulate corresponding assessment tasks according to different levels of talent, before the introduction of assessment methods, we must fully investigate and understand the current situation of employment, to ensure that the assessment methods are scientific and reasonable. The talent assessment mechanism should be incentive-oriented and rewards-oriented. Teachers who cannot complete the assessment task should be reminded in time and the bonus should be delayed appropriately.

Interviewee 11: During the talent service period, the university shall conduct annual assessment, mid-term assessment and expiration assessment on the talents. At the same time, the university should establish a diversified talent evaluation standard, multi-directional and multi-angle comprehensive assessment of talents' contributions to the school, establish a correct talent orientation, ensure that talents are used well, and let talents feel at ease to contribute to the school under the comprehensive evaluation mechanism.

Interviewee 12: First of all, we should take teachers' moral performance as the primary standard of performance assessment, strengthen the investigation of teachers' ideological and political quality, and carry out regular assessment of talents' ideological and political conditions and teachers' ethics. Secondly, we should break the assessment practice of focusing on scientific research performance unilaterally and simply defining the number of papers required to be published and the number of projects to be declared during the employment period. In the assessment of talents, quality orientation should be emphasized, focusing on the ability and

potential of high-level talents and their contributions to teaching, academics, schools and society, so as to motivate all kinds of talents to play different roles and values.

Interviewee 13: Adhere to the principle of people-oriented, innovative mechanisms and precise policies, and implement a classified talent assessment system. Universities need to keep up with the new situation of social development, deepen the reform of talent assessment system, further give play to the guiding role of the assessment system in talent selection and training, improve assessment standards, innovate evaluation methods, and put forward corresponding assessment and evaluation systems. In the classification and assessment of talents, it is necessary to follow the characteristics and development laws of talents, carry out hierarchical classification, scientific evaluation, and break down the ideological concepts and institutional obstacles that restrict the development of talents.

Interviewee 14: Teachers not only need to undertake education, teaching, scientific research, social services and other work content, but also need to implement the fundamental task of cultivating morality and cultivating people, and educate and influence students with good teacher ethics. Therefore, universities should establish a moral first, emphasis on quality, light quantity evaluation orientation, increase the evaluation content of teacher ethics, education and social services, and reverse the evaluation orientation dominated by scientific research. Under the premise of strict evaluation procedures, more flexible evaluation criteria can be formulated for different talents, and their performance results should not simply be compared and evaluated by the number of published papers, the number and grade of declared projects, and the awards, but should pay attention to the evaluation of their work performance, breakthrough achievements, and contributions made in various economic and social undertakings.

Interviewee 15: Talent assessment standards should reflect teachers' knowledge, ability and contribution in a multi-dimensional, multi-angle and all-round way. In terms of assessment and evaluation, the evaluation system of multiple subjects such as universities, colleges, students and supervisors can be constructed, and the assessment results can be formed by the college based on the evaluation opinions of various parties. In terms of assessment and supervision, it is necessary to clarify the regulatory subjects and establish a collaborative regulatory mechanism for multiple subjects. Assessment is a hot spot that teachers pay high attention to. Universities should fully understand the importance, complexity and sensitivity of assessment work, clarify the regulatory body from the university, college, functional departments and other levels, and strengthen regulatory leadership. The use of

information technology to achieve information sharing, improve the transparency of assessment work, strengthen the effectiveness of supervision.

Interviewee 16: Guided by the actual value and contribution of research, relax the assessment time limit for teachers engaged in basic research and research in frontier areas, establish a trust-based talent utilization mechanism, and tolerate unsuccessful matters and work mistakes in innovation and exploration; The teachers of technology development and applied research are evaluated by the market, focusing on the evaluation of technology development and industrialization results.

Question 4: How to strengthen the training of talents after entering the university at talent support measures? In addition, what are your suggestions for universities in formulating talent support measures?

Interviewee 1: To optimize the training after the introduction of talents, the first thing is to optimize the assessment standards of talents. This requires the proper introduction of external supervision, and the supervision is effective, not mere formality.

Interviewee 2: Universities should not only pay attention to the introduction of talents, but also pay attention to the training of talents, so as to achieve the sustainable development of talents. Universities should strengthen communication and exchange with talents, carefully listen to the opinions and suggestions heard by talents, pay attention to work and life, and formulate targeted plans for talent cultivation. The newly introduced talents should be guided and supervised to provide a good environment for the growth of talents.

Interviewee 3: Universities should timely grasp the dynamics of talents, provide timely help, and give talents more guidance in career planning. Training plans can be formulated for different types of talents to promote the common development of different types of talents. We should attach importance to the development of young talents, provide more opportunities for young talents, and encourage young talents to constantly improve themselves.

Interviewee 4: The first is to set up special funds for talent training, according to the characteristics of different types and levels of talents, to give different funding investment, to establish a multi-level, open, in line with the actual needs of colleges and universities; The second is to strengthen cooperation and exchanges. According to the advantages and professional characteristics of colleges and universities, extensively carry out foreign exchanges to provide a development platform for talents; Third, encourage and support talents to participate in various types of learning and education. In particular, we will increase support for the development

of young teachers, help young teachers rapidly improve their abilities, and optimize the construction of college talent echelons. At the same time, in terms of hardware facilities, it is necessary to provide good working conditions for talents, such as the establishment of professor studios and office facilities.

Interviewee 5: Universities should strengthen the training of talents, reasonably formulate the training plan, and provide training funds to support, so as to improve the training effectiveness. Carry out induction training for newly introduced talents, and provide comprehensive induction training including campus culture, administrative process, teaching and scientific research resources. Strengthen the training of young talents, implement the training system of "passing through", help young talents quickly adapt to the environment, improve the ability of teaching and scientific research. In order to provide talents with greater space for career development, in addition to timely cash external rewards, such as welfare, salary, working environment, etc., it is also necessary to cash internal rewards, such as promotion, training, personal development, etc.

Interviewee 6: Pay attention to the continuing education and training of talents, formulate teacher training plans scientifically, build platforms, and increase opportunities for personnel training and exchange. Set up talent development projects and provide appropriate funding to help talent development. In terms of professional title promotion and job promotion, we should provide support to talents as much as possible, establish a green channel for talents, and help talents develop rapidly. Work hard on hardware facilities and environmental atmosphere to create an environment conducive to talent development.

Interviewee 7: Pay attention to the training after the introduction of talents, can not focus on the introduction of light training, according to the title of different introduced talents, scientific research ability, teaching ability, to carry out targeted training, improve the effectiveness of training. We will strengthen the training of young talents, and set up study, research and teaching groups according to disciplines and specialties to help them grow step by step. Pay attention to the impact of the environment on talents, provide a good working environment for talents, hardware, the supporting facilities are in place; In software, carry out 1+N mode to help it clear positioning; Create a beautiful campus environment and create a good campus cultural atmosphere, so that the introduction of talents to enhance the sense of ownership, enhance the sense of belonging, so that the introduction of talents body, heart, emotional comprehensive integration, to make greater contributions to the school. Pay attention to the development of talents, ensure the

smooth promotion channel of talents, especially pay attention to the promotion of late talents.

Interviewee 8: One is the cultivation of ideology, especially the cultivation of university running philosophy and cultural identity; The second is the cultivation of skills, including teaching skills, scientific research skills, practical skills, administrative and academic management skills; The third is professional training, according to different professional characteristics and teachers' career development direction, by direction and type of hierarchical training. The fourth is the cultivation of international vision, giving talents the opportunity to go out and see the world and broaden their horizons. Implement personalized training for the career development of talents, and smooth the career growth path of talents.

Interviewee 9: Attach importance to the training of talents after entering the university, set up special funds, and actively organize various personnel training activities. Expand exchanges between universities and between universities and enterprises, actively organize various academic exchange activities, promote exchange and learning, and help talents improve their abilities in teaching and scientific research. Pay attention to both material rewards and spiritual rewards, fully excavate outstanding typical cases, commend or reward outstanding talents, and enhance the sense of honor of talents. According to the requirements of the title reform, the title evaluation conditions conducive to the growth of talents should be formulated, and the promotion channels of talents should be smooth.

Interviewee 10: First of all, it is necessary to increase the support for talents, and tend to key disciplines, accelerate the construction of key disciplines and key majors in universities, and form a two-way mutually beneficial situation. Secondly, we should pay attention to the training of talents, and encourage talents to improve their comprehensive quality by visiting, course study, short-term training and other ways. Finally, it is necessary to create a good talent environment, respect the work of talents, do a good job of recognizing and motivating talents, and let talents participate in management work.

Interviewee 11: Adhere to both introduction and education, and continue to optimize the growth and development path of high-level talents. In terms of talent reserve, a "talent reserve bank" must be established. While universities are vigorously introducing talents, they must also strengthen the construction of existing teaching teams and strive to build a high-level talent echelon. For example: improve the talent cultivation mechanism linking schools, colleges and disciplines, strengthen the cultivation support for key talents and young talents; optimize the talent growth

environment, by providing various training channels, granting scientific research start-up fees, and building domestic and international exchange and cooperation platforms, etc. Improve the quality and ability of talents; increase financial support for the training of young and middle-aged talents, encourage young and middle-aged talents to pursue off-the-job studies by increasing living allowance subsidies, and encourage young and middle-aged talents in teaching and scientific research by increasing teaching and scientific research rewards. Make progress.

Interviewee 12: Universities should continuously optimize the environment for the development of talents, strengthen humanistic care, strive to solve the practical difficulties faced by young talents in the initial stage of their careers, and provide better system guarantees for promoting the growth of young talents. Efforts will be made to train young talents to be young and middle-aged academic leaders or young backbone teachers. Universities may select young teachers with good professional ethics, strong team spirit, and solid subject knowledge as young and middle-aged academic leaders or young backbone teachers training objects, fully tap the development potential of young teachers, support young teachers to make achievements in the field of teaching and scientific research, so as to give play to the exemplary and leading role of young teachers.

Interviewee 13: Overall management, reasonable development of personnel training plan. It is very necessary to increase the intensity of training, and it is necessary to formulate a reasonable training plan to improve the effectiveness of training. Training projects generally include: course training, special training and short-term training. In terms of personnel selection, priority can be given to the selection of teachers in key disciplines and key specialties for further training according to the principle of moderate inclination. In terms of the selection of training content, it can be ensured that the training content is consistent with the needs of the discipline, professional construction, teaching and management according to the principle of peer training, so as to ensure that teachers can play a role in their own posts after further training.

Interviewee 14: Actively build the platform needed for talent development. Strengthen communication and cooperation with enterprises, and select teachers to engage in professional practice in enterprises in batches according to needs; Encourage teachers to participate in technical services and technological transformation of enterprises, accumulate practical experience, and improve teachers' practical ability and scientific research and development level. Pay

attention to the growth and development of talents, do a good job in the guidance of talent career planning, and help talent career development to a higher level.

Interviewee 15: I think it is very important to strengthen the training of young talents. In terms of young talent training, young teachers with potential are selected from the college as key training objects, and resource platforms, hardware resources and project funding are provided to them. The incentive title system can stimulate the enthusiasm and initiative of teachers in teaching, education and entrepreneurship. Therefore, the title reform involves the vital interests of teachers. Universities should combine their own characteristics to clarify the relationship between the evaluation of teachers' titles and the classified development of talent teams, and establish a professional title work system that conforms to the professional characteristics of teachers in universities.

Interviewee 16: Implement the post talent plan, establish a new system with the old. Formulate talent development plan, track and train them, recommend them to participate in various professional technical and business training from time to time, and improve their teaching and scientific research level; Regularly hold skills competitions and technical exchanges and other activities, and constantly improve the ability of talents to solve practical problems.

Question 5: How to formulate talent introduction method in aligned with the long-term goals? In addition, what are your suggestions for universities in formulating introduce modes and procedures?

Interviewee 1: The key to making an effective talent recruitment method is to set long-term goals correctly. There is much to be said about the details of the methods and procedures introduced, the focus should be on changing the current talent assessment system and introducing effective and appropriate external supervision.

Interviewee 2: The talent introduction method should keep pace with The Times, make full use of the preferential policies of the national and local governments for talents, and grasp the trend and motivation of talents in time. Do a good job in talent management, service, assessment and supervision. The introduction process of talents can be simplified, and there are top-notch talents who can do special things.

Interviewee 3: Accurately grasp the university's short-term, medium-term and long-term demand for talents, scientifically formulate talent introduction plans, and formulate talent introduction methods based on organizational goals and actual conditions. Talent introduction procedures should include all necessary procedures,

but the procedures should be simplified as far as possible to improve the efficiency of talent introduction.

Interviewee 4: Focus on the university's own disciplinary characteristics and key needs to formulate talent introduction methods, focus on the university's own key fields and key disciplines to build a group of superior disciplines, and provide a development platform for universities to train, introduce and make good use of high-level talents. In addition to full-time introduction, we can also adopt flexible introduction, short-term employment and other ways to introduce talents to improve the efficiency of talent introduction.

Interviewee 5: Define the organizational needs, based on the university's development method and subject layout, and identify the types of talents required, professional backgrounds, skills and experience. At the same time, the talent introduction method should be evaluated and adjusted regularly to ensure that the talent introduction method is in step with the development of the university. In addition to the traditional recruitment route, multi-channel recruitment can be adopted to develop flexible contract terms and competitive treatment to attract high-level talents. At the same time, it is necessary to carefully screen talents, pay attention to the comprehensive quality of talents, in addition to professional skills, but also consider the candidate's team cooperation ability, leadership potential and other comprehensive qualities.

Interviewee 6: Pay attention to the top-level design, formulate the talent introduction method according to the organizational goals of the university, formulate reasonable talent demand plan and attractive talent introduction conditions, and dynamically adjust the talent introduction method according to the status of the university's talent team. Break the single mode of talent introduction, adopt a variety of talent recruitment methods, and improve the efficiency of talent introduction.

Interviewee 7: The talent introduction method formulated must be combined with the development of the university and its own financial situation, and do a good job in the long-term talent introduction plan, the next 3 years, 5 years, 10 years, etc., how many people will the university need to enter? By what means? Have a plan. In order to improve the number of talent introduction, it is necessary to formulate relevant systems, such as: to formulate different conditions for talent introduction for different levels of talent, and formulate relevant talent stability systems. At the same time, it is necessary to give full play to the initiative of the college, based on the needs and opinions of the college, with the dean as the leader of the college to

meet the talents who need to be introduced in various universities, through conversation to understand, and meet the conditions to sign contracts on the spot. In the process of talent selection, we should strictly check the talents who send resumes, and we can not ignore the interview and inspection links of talents in order to quickly introduce talents.

Interviewee 8: The talent introduction method is not static, but adjusts according to the different needs of talents in different development stages of the university. The introduction method and assessment procedure of talents should also be personalized, and the requirements of each position are different. If the introduction and assessment are carried out in a unified format and standardization procedure, the appropriate talents will often be missed. Because different talents are different in research ability, teaching ability, expression ability, and personality characteristics, it is difficult to find talents with a single standard.

Interviewee 9: In the introduction of talents, we should pay attention to the publicity of university characteristics and services, avoid high salary as a selling point, resulting in a battle for talents among universities. In the short term, talents can be quickly introduced, but in the long run, it will cause losses in human, material and financial resources for schools. When introducing talents, we should not introduce them just for the sake of introducing them. We should fully evaluate whether the talents can adapt to the needs of the post and whether they have the basic qualities that teachers should have.

Interviewee 10: We must do a good job in talent introduction planning and introduce talents in stages and steps from the perspective of sustainable development. In the formulation of talent introduction conditions, it is necessary to formulate differentiated talent introduction conditions to attract talents of different levels to the school. At the same time, we should pay attention to the inspection link, strictly check the audit, not only look at the education and title of the talent, but also focus on the potential of the talent.

Interviewee 11: When formulating talent introduction methods, universities should have an overall consciousness, base on their own school-running positioning and actual development, and plan long-term employment needs. At the same time, they should adhere to the correct orientation of talent flow, and should not unilaterally rely on high salaries and favorable treatment to attract talents blindly to join the talent competition among universities, but should rely on their own advantages and disciplinary characteristics to attract talents. Only in this way can we create a good talent competition ecology. In addition, it is necessary to ensure that

the talent introduction procedure is scientific and effective, so that it is linked to each other and information is exchanged.

Interviewee 12: Based on the needs of teaching, scientific research and discipline construction, the introduction of talents according to local conditions, otherwise it is easy to lead to mismatch between people and positions, and it is difficult for talents to play a role. At the same time, we should not blindly pursue the title of talent, we should comprehensively evaluate talents, pay attention to the ability and development potential of talents, and introduce talents suitable for the development path of the school. In the recruitment of talents, we should avoid the commercialization of talents, and focus on the promotion of the introduction of talents. Universities should attract talents from the perspective that the teaching environment, scientific research platform and incentive training system can give talents good space for growth and realize the value of talents.

Interviewee 13: Innovative talent introduction model, precise introduction of talent. Make every effort to introduce talents, continuously optimize the allocation of human resources, adhere to the principle of demand-leading, high-end guidance, and wide introduction of talent channels, and accurately introduce talents. Further emancipate the mind, keep pace with The Times, strive to deepen the construction of the university's human resource management system, strengthen the introduction of doctoral students as the focus, by adopting a series of measures such as formulating rules and regulations for talent introduction, streamlining and optimizing the interview and assessment process, and greatly improving the treatment of talent introduction. Actively introduce a group of urgently needed academic leaders and teaching and research backbones with doctoral degrees to overseas schools.

Interviewee 14: Open wide channels, and publish recruitment announcements through the school's official website and recruitment website, without setting recruitment time limits, to improve the efficiency of talent introduction. Dispatch more manpower and increase the frequency to participate in national talent tour recruitment activities in talent enrichment areas outside the district, and further enhance the influence and attractiveness of the school through these recruitment activities and publicity. At the same time, the right to recruit talents is further decentralized. Under the guiding standards of the university, the college can formulate talent recruitment plans that meet its own discipline construction and talent needs according to the actual situation, and do a good job in the recruitment of talents through top-down linkage.

Interviewee 15: Adopt multi-channel, multi-mode approach to introduce talents. For example: honorary professor, visiting professor or adjunct professor, hired experts regularly or irregularly to carry out academic lectures and academic exchanges, engaged in discipline construction, teacher training, teaching and research work; In the form of target responsibility contract management, we will introduce excellent talents with good ideological and political quality, love the cause of higher education, and have the professional quality and ability required by the post from enterprises and overseas.

Interviewee 16: To formulate the policy of talent introduction, it is necessary to strengthen the top-level design, combine the medium and long-term method of the unit, formulate a phased talent introduction plan, and track and supervise the implementation of the plan; According to the established introduction requirements and plans, the talent introduction authority should be properly delegated to the college to improve the efficiency of talent introduction.

Appendix D

The Results of the Quality Analysis of Research Instruments

The index of objective congruence (IOC)

Guidelines for improving the effectiveness of talent introduction of universities

in Guangxi

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
Scientific research resources								
1	Administrators provide research start-up funds for talents.	1	1	1	1	1	1	valid
2	Administrators provide perfect scientific research facilities and laboratory equipment.	1	1	1	1	1	1	valid
3	Administrators provide a variety of literature resources.	1	1	1	0	1	0.8	valid
4	Administrators have set up a sufficient number of scientific research teams.	1	1	1	1	1	1	valid
5	Administrators provide sufficient opportunities for academic exchange.	1	1	1	1	1	1	valid
6	Administrators provide sufficient opportunities for scientific research cooperation with external units.	1	1	1	1	1	1	valid
7	Administrators provide sufficient channels for applying for scientific research projects.	1	1	1	1	0	0.8	valid
8	Administrators provide sufficient supporting funds for scientific research.	1	1	1	1	1	1	valid
9	Administrators have formulated reasonable and transparent scientific research management system.	1	1	1	1	1	1	valid
10	Administrators have formulated a clear and concise scientific research funding reimbursement process.	1	0	1	1	1	0.8	valid
11	Administrators timely cash scientific research funds.	1	1	1	1	1	1	valid

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
Salary and benefits package								
1	Administrators provide competitive salary packages based on different levels of talent.	1	1	1	1	1	1	valid
2	Administrators enhance talent motivation by providing attractive salary incentives.	0	1	1	1	1	0.8	valid
3	Administrators have developed a comprehensive system of bonuses and allowances for talent.	1	1	1	1	1	1	valid
4	Administrators provide housing or housing subsidies.	1	1	1	1	1	1	valid
5	Administrators make appropriate arrangements for talented spouses.	1	1	1	1	1	1	valid
6	Administrators have resolved talent children's education.	1	1	1	1	1	1	valid
7	Administrators provide excellent medical care services for talent.	1	1	1	1	1	1	valid
8	Administrators have established a talent management service department.	1	1	1	1	1	1	valid
9	Administrators timely cash delivery of talent benefits.	1	1	1	1	1	1	valid
10	Administrators have developed a talent treatment system aligned with its institutional vision and goals.	0	1	1	1	1	0.8	valid
11	Universities' talent treatment system have effectively reduced talent mobility rates.	1	1	1	1	1	1	valid

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
Assessment mechanism								
1	Administrators prioritize the evaluation of teachers' ethical conduct.	1	1	1	1	1	1	valid
2	Administrators prioritize the evaluation of teaching work.	1	1	1	1	1	1	valid
3	Administrators prioritize the evaluation of scientific research work.	1	1	1	1	1	1	valid
4	Administrators prioritize the evaluation of social service work.	1	1	1	1	1	1	valid
5	Administrators have formulated talent assessment standards that adapt to the characteristics and differences of different disciplines.	1	1	1	1	1	1	valid
6	Administrators have formulated an objective, scientific, and fair assessment system for evaluating talents.	1	1	1	1	1	1	valid
7	Administrators have formulated clear and explicit requirements and procedures for assessments.	1	1	1	1	1	1	valid
8	Administrators set short-term, medium-term, and long-term targets for talent assessments.	1	1	1	1	0	0.8	valid
9	Administrators prioritize the application of assessment results.	1	1	1	1	1	1	valid
10	Administrators prioritize feedback on assessment results.	1	1	1	1	1	1	valid
11	Administrators have developed a talent assessment mechanism aligned with its institutional vision and goals.	1	1	1	1	1	1	valid

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
Talent support measures								
1	Administrators have established a incentive system for professional titles.	1	1	1	1	1	1	valid
2	Administrators have established a incentive system for post appointment.	1	1	1	1	1	1	valid
3	Administrators provide exceptional working conditions to attract and retain talents.	1	1	1	1	1	1	valid
4	Administrators have formulated a talent training system following their recruitment.	1	1	1	1	1	1	valid
5	Administrators prioritize spiritual incentives such as recognition, praise,etc.	1	1	1	1	1	1	valid
6	Administrators foster a positive work atmosphere.	1	0	1	1	1	0.8	valid
7	Administrators prioritize enhancing talent's organizational identity.	1	1	1	1	1	1	valid
8	Administrators prioritize talent development planning and guidance.	1	1	1	1	1	1	valid
9	Administrators provide a high-quality talent development platform.	1	1	1	1	1	1	valid
10	Administrators have formulated a specialized reward and subsidy system for talents.	1	1	1	1	0	0.8	valid
11	Administrators encourage the active involvement of talents in management roles to enhance their motivation.	0	1	1	1	1	0.8	valid

NO	The level of the effectiveness of talent introduction of universities in Guangxi	Experts					IOC	Validity
		No 1	No 2	No 3	No 4	No 5		
Introduce modes and procedures								
1	Administrators have formulated a comprehensive talent demand plan.	1	1	1	1	1	1	valid
2	Administrators have formulated different levels of talent introduction conditions.	1	1	1	1	1	1	valid
3	Administrators have adopted a flexible and diverse introduce mode.	1	1	1	1	1	1	valid
4	Administrators have formulated clear talent introduction procedure.	1	1	1	1	1	1	valid
5	Administrators have implemented diversified recruitment channels to attract talents.	1	1	1	1	1	1	valid
6	Administrators ensure wide publicity of the recruitment information.	1	1	1	1	1	1	valid
7	Administrators have formulated standardized talent interview process.	1	1	1	1	1	1	valid
8	Administrators prioritize the selection and investigation of talents.	1	1	1	1	1	1	valid
9	Administrators efficiently complete the entire recruitment process.	1	1	1	1	1	1	valid
10	Administrators have formulated Reasonable service period for talents.	0	1	1	1	1	0.8	valid
11	Administrators have formulated an efficient on boarding process for talents.	1	1	1	1	1	1	valid
12	Administrators have formulated a talent introduction method in aligned with the long-term goals.	1	1	1	1	1	1	valid

Appendix E

Certificate of English



Appendix F

The Document for Acceptance Research



มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย

วิทยาเขตนครศรีธรรมราช

๓/๓ ม.๕ ต.มะม่วงสองต้น อ.เมือง จ.นครศรีธรรมราช ๘๐๐๐๐

โทร. ๐๓/๕-๓๔๒๘๙๘ โทรสาร ๐๓/๕-๓๔๕๘๖๒

อว.๘๐๒๓ / ๑๑๑

๘ พฤษภาคม ๒๕๖๓

เรื่อง รับรองการลงบทความวิจัยเพื่อตีพิมพ์ในวารสารมหาจุฬานาครทรรค

เรียน นางเหลียง ลี

ตามที่ นางเหลียง ลี และรองศาสตราจารย์ ดร.นิรันดร์ สุธีนิรันดร์ ผู้ช่วยศาสตราจารย์ ดร.กุลสิรินทร์ อภิรัตน์วรเดช และผู้ช่วยศาสตราจารย์ ดร.พัชรา เดชโฮม ได้ส่งบทความวิจัยเรื่อง “แนวทางการปรับปรุงประสิทธิภาพของความสามารถพิเศษการแนะนำมหาวิทยาลัยในกวางสี” เพื่อพิจารณาตีพิมพ์ในวารสารมหาจุฬานาครทรรค มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ซึ่งได้รับการคัดเลือกเข้าสู่ฐานข้อมูล ของศูนย์ดัชนีการอ้างอิงวารสารไทย (ศูนย์ TCI) ได้ถูกจัดกลุ่มคุณภาพวารสารประจำปี พ.ศ.๒๕๖๒ ให้เป็นวารสารที่มีคุณภาพกลุ่มที่ ๒ (TCI ฐาน ๒) และอยู่ในฐานข้อมูล TCI จนถึง ๓๑ ธันวาคม ๒๕๖๓ โดยจะดำเนินการจัดพิมพ์ในฉบับต่อไปตามระยะเวลาที่กำหนดไว้ และวารสารมหาจุฬานาครทรรค ได้รับบทความวิจัยของท่านเป็นที่เรียบร้อยแล้ว

ในการนี้ วารสารมหาจุฬานาครทรรค มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช ขอรับรองว่าบทความของท่านได้ผ่านตอบรับเพื่อพิจารณาบทความตีพิมพ์เผยแพร่ในปีที่ ๑๑ ฉบับที่ ๓ (กรกฎาคม ๒๕๖๓) นี้ ซึ่งภายหลังจากนี้บทความจะผ่านการตรวจสอบความถูกต้องทางวิชาการ โดยกองบรรณาธิการวารสารฯ และผู้ทรงคุณวุฒิต่อไป

จึงเรียนมาเพื่อโปรดทราบและดำเนินการต่อไป

เรียนมาด้วยความเคารพ

๒/๕๖๓

(นางสาวบุญญาดา จงละเอียด)

บรรณาธิการวารสารมหาจุฬานาครทรรค

มหาวิทยาลัยมหจุฬาลงกรณราชวิทยาลัย วิทยาเขตนครศรีธรรมราช

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