

# Analysis and Countermeasure Research on the Problem of Talent Development in Local Colleges

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## Abstract

The talent development of local colleges is related to the development of the school. There are three problems existing in talent development of local colleges. This article expounds these three problems from two aspects of talent introduction and talent cultivation. The article puts forward the corresponding countermeasures: The introduction and cultivation policy in line with the orientation of the school is formulated; Talent introduction and talent cultivation are co-developed; A diversified evaluation mechanism with teachers' morality as the primary criterion and reasonable incentive policies are established.

## Keywords

Talent Development; Talent Cultivation; Talent Introduction.

## 1. Introduction

If they want to cultivate excellent talents, colleges need to build a relatively stable teaching team with good political and professional quality, reasonable structure. Excellent teachers can cultivate excellent talents. Colleges provide more and better human resources for local government and the country. Therefore, colleges have become a battlefield for talents. As a vulnerable group on the battlefield, local colleges have the problem of talent development. There are many problems that need to be analyzed, and timely improved.

## 2. The Problems Existing in Talent Development of Local Colleges

### 2.1. Talent Cultivation and Talent Introduction are Inconsistent with the Orientation of the Colleges

Most of the local colleges are application-oriented schools. As application-oriented colleges, the number of "double-qualified and double-capable" teachers, the core human resources to promote the development of the schools, should reach a certain proportion. However, colleges often neglect this point in talent cultivation and talent introduction. In the aspect of introducing talents, the talents introduced by the local colleges are mainly fresh graduates. Enterprise work experience of the applicant usually not as a bonus item can attract the attention of the local colleges. The local colleges pay more attention to the school, professional, and so on.

In terms of talent cultivation, although the local colleges encourage and require teachers to participate in production practice in order to improve the quality and quantity of "double-qualified and double-capable" teachers, the effect is not satisfactory. Because most teachers have a short time of training in enterprises, so they cannot really improve their practical ability. Moreover, the main training object of the local colleges is full-time teachers, and there is little training of experimental technical personnel. Whether it is training, visiting scholar or further study, the content is mainly for the improvement of theoretical knowledge, but not for the improvement of practical ability.

## 2.2. Disharmony between Talent Introduction and Talent Cultivation

Most of local colleges teacher's education is mainly master degree. This kind of talent hopes to get more training opportunities, especially continuing to pursue advanced studies. Although local colleges hope very much that teacher's comprehensive quality is improved, but they also consider the brain drain, funds, etc. The treatment of the introduced high-level talents is different from that of the teachers trained at the later stage of the school. Generally, more treatment will be given to the introduced talents, which makes the original teachers of the school feel there is a gap and easy to produce negative emotions. At the same time, it will cause some high-level talents who are introduced to believe that they are excellent and have a sense of superiority, and it is not easy to accept the guidance of predecessors in work.

In order to meet the requirements of applying for master's degree and doctor's degree, or the evaluation of running a school, local colleges usually improve the quantity and quality of high-level talents in the teaching team by introducing high-level talents in a short period of time, so as to optimize the structure of the teaching team quickly. The funds of schools are limited, and a large amount of funds invested in the introduction of high-level talents will result in the limitation of their own teacher training funds, which will result in the limitation of the quality and quantity of teacher training.

## 2.3. The Talent Evaluation Mechanism is not Perfect, Lack of Effective Incentive Mechanism

There is a widespread bias in the talent evaluation system in local colleges, which focuses on hard indicators such as academic background, professional title, scientific research experience and teaching awards, while ignoring soft indicators such as moral cultivation, scientific spirit, teamwork and innovation ability [1]. Especially in the introduction of talents, there is a serious lack of moral cultivation, teamwork and other aspects of the evaluation mechanism. School evaluation and assessment mechanisms are basically for individuals, lack of team evaluation mechanism. The individual-oriented evaluation mechanism is not conducive to professional construction, discipline construction, etc. The short general assessment cycle also results in a rush for quick success and instant benefits while neglecting the essence of human development. Local colleges often strengthen the work of talent introduction, but the retention work cannot be done. The lack of effective communication between various departments, failed to implement effective talent incentive guarantee mechanism to solve the problem of talent in the service period and retention. If the risk prevention and control of brain drain are not taken into talent policies, and the talent incentive guarantee mechanism cannot meet the demand of talents, the risk of brain drain will be increased [2].

## 3. Solutions to the Development of Talents in Local Colleges

### 3.1. The Introduction and Cultivation Policy in Line with the Orientation of the School is Formulated

Local colleges need introduce more engineers with working experience in enterprises and certain scientific research ability. These talents are better at transforming theoretical teachers into practical teaching and improving students' practical ability. In the training of teachers, we should pay attention to the training of teachers' practical ability. Teachers are encouraged to go deep into the frontline of the enterprise industry for learning production practice and practical skills. So, they need combine the concept and requirements of engineering certification to solve practical problems which can feed their own teaching and scientific research [3].

### 3.2. Talent Introduction and Talent Cultivation are Co-Developed

While vigorously introducing high-level talents, local colleges should also strengthen the construction of existing teachers and focus on building talent echelons. They need to improve the school's training system, optimize the environment for talent growth, and increase the training of young and middle-aged teachers. It is necessary to fully mobilize the enthusiasm of internally trained talents, stabilize the existing teaching staff, balance the treatment of externally trained talents and internally trained talents, and promote the mutual dependence and common progress of internally trained talents and externally trained talents.

### 3.3. A Diversified Evaluation Mechanism with Teachers' Morality as the Primary Criterion and Reasonable Incentive Policies are Established

Teachers' ethics is the first standard of talent training and evaluation in colleges and universities. The ethics of teachers has a direct impact on the growth of young people, determines the quality of talent training, and is related to the realization of the "two centenary Goals"[4]. Therefore, in the development of evaluation and assessment mechanism, teachers' ethics should be put in the first place. The evaluation of soft indicators such as talent's teamwork and innovation ability should be paid attention. The objectivity, professionalism and comprehensiveness of evaluation should be highlighted to continuously improve. We will implement flexible and diversified reward incentive mechanisms, establish scientific and reasonable supporting services. Outstanding teachers are regularly organized to study in well-known research institutions or universities at home and abroad.

## 4. Conclusion

Talent development is related to the development of the colleges. Troughing multi-dimensional and multi-perspective scientific exploration, the colleges should examine its own problems in talent development. They find the path suitable for its own development, in order to better train students and train more talents for the country.

## Acknowledgments

The authors gratefully acknowledge the financial support from "Scientific and technological innovation research project" of Cangzhou Science and Technology Association: Research on the Situation of talent development and the incentive Countermeasures in Cangzhou Colleges.

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