

Analysis of Innovative Strategies for Talent Team Development from the Perspective of Human Resource Management in Colleges and Universities



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Abstract: From a human resource management perspective, higher education institutions face the challenge of effectively attracting, developing, and retaining key academic talent, which is essential to ensure that the quality of education and research remains superior. This paper examines the challenges faced by higher education institutions in building their talent pipeline. There are four innovative countermeasures that higher education institutions can take based on the human resource management perspective, including comprehensively optimizing the talent recruitment and selection process, establishing a comprehensive performance evaluation system, promoting career development and continuous learning programs, and building an open and transparent communication and feedback mechanism. These countermeasures aim to optimize the talent structure and enhance management effectiveness. By implementing these management strategies, universities will not only be able to improve the quality of education and research but also be able to more effectively motivate and retain key talents, providing solid support for academic and teaching excellence.

Keywords: higher education institutions; human resource management; talent development; performance assessment; career development

Introduction:

In the modern higher education system, the role of human resource management (HRM) is not only fundamental but also strategic, playing a central role in the construction and development of the university talent pool. The core competitiveness of colleges and universities lies in the quality of their faculty and researchers, and the recruitment, cultivation, motivation, and retention of high-quality talents depend on efficient and forward-looking human resource management strategies. Effective human resource management can not only optimize the faculty structure and improve the teaching and research level but also enhance the attractiveness and influence of the university, thus attracting more excellent students and academic talents. In addition, innovative countermeasures of human resource management can help universities adapt to the rapid changes in the education industry, for example, through the introduction of advanced recruitment and training techniques, to enhance the teaching and

research capabilities of teachers, to maintain a leading position in the fierce domestic and international academic competition. Therefore, the strategic arrangement and practice of human resource management in universities are directly related to the quality of their development and the sustainability of their educational contributions.

1. The Current Situation and Dilemma of the Construction of the University Talent Team

1.1 The imbalance of the structure of the teaching force

The current imbalance in the structure of university faculty is mainly manifested in the uneven distribution of age, title, and education structure. First, the age structure imbalance is mainly manifested in the polarization of "aging" and "youth". Many colleges and universities have an over-representation of senior teachers and an under-representation of young and middle-aged teachers, especially young teachers with high qualifications and abilities. This skewed age structure leads to discontinuity in teaching and research innovation, affecting the sustainable development of

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the discipline and the transmission of knowledge. Secondly, the irrationality of the title structure is also very prominent. In many colleges and universities, the number of teachers with senior titles is disproportionately high, and the number of teachers with junior and intermediate titles is relatively small, which limits the space for the career development of young teachers and diminishes their professional passion and motivation for teaching and scientific research. Again, in terms of academic structure, although most teachers have a master's degree or above, the lack of academic leaders and teachers with doctoral degrees in some specialized technical or application-oriented fields has become a bottleneck restricting high-level teaching and scientific research. The causes of these problems are mainly due to the imperfect recruitment policy, rigid promotion mechanism, and inaccurate prediction of the demand for talent in colleges and universities. In the process of development, colleges, and universities tend to emphasize academic achievements and experienced teachers, which makes it difficult for young teachers to obtain sufficient development opportunities and resources, and this directly affects the rationalization of the structure of the teaching force.

1.2 Inequality of training and development opportunities

This problem is prevalent across different levels and types of universities. Usually, high-level and senior teachers have access to more research funds, exchange opportunities abroad, and opportunities to participate in major research projects, while young or junior teachers often face a lack of resources. Moreover, teachers' professional backgrounds and disciplines also affect training and development opportunities, with teachers in science and engineering disciplines often receiving more research inputs and technical support compared to those in liberal arts disciplines (Lu, 2024). Such inequalities weaken the overall synergistic development of the faculty and limit the development of the career potential and innovative capacity of some faculty. This inequality mainly stems from the bias of the resource allocation mechanism and talent evaluation system within universities. Universities often tend to invest in short-term programs with high returns and already accomplished faculty to rapidly enhance the academic reputation and ranking of the university. The overemphasis on outputs and research performance has also led to the neglect of teaching and junior research staff, who usually struggle to be prioritized in the competitive allocation of resources.

This reflects a flaw in the performance appraisal system of HEIs, namely the lack of support and recognition of diverse growth paths for faculty members, which allocates resources to show a clear hierarchical and domain bias, and further exacerbates inequality in training and development opportunities.

1.3 Evaluation of contradictions between research and teaching

In colleges and universities, there are obvious deviations in the evaluation standards and incentive systems for both teaching and scientific research. Research results are often regarded as a key factor for title promotion, salary increase, and career development, leading teachers to over-emphasize the output of research results. On the contrary, although teaching is a basic responsibility of universities, it is often relatively marginalized, and its inputs and results are not as easy to quantify and evaluate as those of scientific research, and it is difficult to bring direct financial and positional rewards. This bias in the evaluation system stems from the over-emphasis on research outputs in HEIs, a phenomenon that is closely related to the evaluation mechanisms and ranking criteria of HEIs. The ranking and reputation of HEIs are often based on research outputs as the main measure, such as the number and quality of papers, citation rates, and research programs and funding (Koon, 2020). This evaluation mechanism pushes university management to favor research in resource allocation and incentive policies, thus neglecting the importance of teaching. In addition, research results can bring more external funding and cooperation opportunities to universities, which further exacerbates the bias towards research. As the results of teaching activities are difficult to immediately reflect and quantitatively evaluate, the importance of teaching has been weakened in practice, creating an unbalanced demand for teachers' research and teaching responsibilities, which not only affects the quality of teaching but also creates inherent contradictions in the development of teachers' careers.

1.4 Problems of talent introduction and retention

In the construction of a university talent team, the problem of talent introduction and retention is remarkable, which seriously affects the stable development and innovation ability of universities. Regarding the introduction of talent, many universities face fierce domestic and international competition, especially in the competition for top scholars and professional and technical talents. Although universities attract talent by offering high

salaries and favorable research conditions, such practices often require huge financial expenditures and do not necessarily guarantee the long-term retention of talent. Moreover, some universities place too much emphasis on academic achievements and external reputation in the talent acquisition process, neglecting the candidates' fit with the university's culture and development strategy, making it difficult for newly imported talents to integrate or maximize their effectiveness in the university environment.

The problem of talent retention is equally serious. Due to factors such as unclear career paths, high pressure on research and teaching, and low job satisfaction, many highly capable faculty and researchers choose to leave. Young talents, in particular, are likely to flow to more attractive jobs, such as enterprises or overseas organizations, in the face of a lack of support and recognition and limited opportunities for career growth and promotion (Na, 2024). At the same time, the instability of the internal environment of universities, such as frequent policy changes and non-transparency in administration, is also an important reason for the brain drain. This high mobility not only consumes the resources of universities in talent cultivation and introduction but also hinders the stability of disciplinary teams and the continuity of research programs, thus affecting the overall competitiveness of universities.

2. The Significance of Human Resource Management for the Construction of College and University Talent Team

In the complex ecology of higher education, the significance of human resource management to the construction of talent teams in colleges and universities should not be underestimated. The success of higher education relies heavily on how key talents are attracted, developed, motivated, and retained. Effective HRM is not only about the career satisfaction and productivity of teachers and researchers but also directly affects the quality of academic research and the effectiveness of teaching.

First of all, HRM helps to establish a fair and transparent mechanism for talent recruitment and promotion. In universities, such a mechanism ensures the quality and efficiency of talent selection so as to bring in and retain the most capable teachers and researchers. Through a scientific assessment and selection process, human resources management can

help universities identify candidates with potential and provide them with a suitable development platform for long-term career growth, which is crucial to the development of high-level academic teams.

Secondly, human resource management enhances the motivation and career satisfaction of teaching staff through performance management and career development planning. Through regular performance evaluation and feedback, faculty members can gain an objective understanding of their work; at the same time, the career development and training opportunities provided by HRM enable faculty members to continually improve their teaching and research skills to meet the changing needs of their careers. This continuous professional growth and support enhances teachers' sense of belonging and loyalty to the university and reduces the turnover rate (Yang, 2023).

Again, HRM plays an important role in building and maintaining a positive work culture within universities. Through effective communication channels and conflict resolution mechanisms, HRM helps to build a cooperative and harmonious working environment, which is extremely important for stimulating the creativity and teamwork spirit of teaching staff. A good working atmosphere not only improves staff efficiency but also attracts more talented people to join.

Finally, human resources management supports the long-term development of universities at the strategic level. By anticipating and planning for talent needs, HRM ensures that HEIs are competitive in a changing educational environment. This strategic HR planning enables HEIs to adjust their HR policies and practices in a timely manner to external policy changes, market demands, and technological advances.

Thus, human resource management is not only a support function for the operations of universities but also a key factor in ensuring the effective management and optimal utilization of their core competency - talent.

3. Human Resource Management in the Field of University Talent Team Building Innovation Countermeasures

3.1 Comprehensively optimize the talent recruitment and selection process

From the perspective of human resource management, colleges, and universities need to develop and implement more scientific and systematic recruitment standards, which should take into full consideration the comprehensive ability of the candidates rather than relying solely on traditional quantitative indicators such as academic qualifications and thesis publications. To this end, a comprehensive evaluation system can be introduced to examine candidates' teaching ability, research innovation, teamwork spirit, and potential leadership. Universities can use modern information technology, such as artificial intelligence and big data analysis, to optimize the recruitment process. Establishing a candidate database and applying algorithms to help screen eligible candidates, not only improves recruitment efficiency but also ensures the fairness and transparency of the recruitment process (Xu et al., 2024). In addition, the interview and assessment process can use structured interview techniques with actual teaching or research demonstrations to comprehensively assess candidates' practical ability and innovative thinking. Colleges and universities should also establish an open recruitment platform to widely absorb domestic and foreign talents. Through international cooperation and exchanges, they can introduce excellent educational resources and advanced educational concepts from abroad to enhance the internationalization level of education and teaching in their universities. Through these measures, colleges and universities can not only attract talents with high-level professional skills but also bring in leadership talents who can make innovative contributions to teaching and scientific research, to maintain their advantages in the global competition in higher education.

3.2 Establishment of a comprehensive performance appraisal system

The establishment of a comprehensive performance evaluation system for universities in the context of human resource management aims to comprehensively measure the performance of faculty members in teaching, research, and social services. The system needs to include multi-dimensional evaluation indicators such as teaching quality, student feedback, peer review, and social impact on top of the traditional quantitative evaluation based on paper publications and research projects. In this way, it can ensure the comprehensiveness and balance of

the evaluation system and encourage teachers to seek a balance between teaching and research rather than focusing on one aspect. Specifically, universities can adopt digital tools and software to collect and analyze relevant data, such as using a student evaluation system to collect teaching feedback and using research management software to track research achievements and project progress (Wang & Shi, 2021). At the same time, a 360-degree evaluation mechanism is introduced to invite peers, students, administrators, and other parties to participate in the evaluation process in order to increase the objectivity and multi-perspective vision of the evaluation. The performance evaluation system should include a regular self-assessment and development plan component, encouraging teachers to set personal career development goals based on the evaluation results, and the university to provide the necessary support and resources, such as professional development training and academic conference participation opportunities. This combination of self-driven and support can motivate teachers to continuously self-improve and enhance their teaching and research capabilities. Through such a comprehensive and dynamic performance appraisal system, universities can more effectively stimulate teachers' potential and promote their all-round development, while enhancing the overall teaching and research level of the university.

3.3 Promoting career development and continuous learning programs

In human resource management in colleges and universities, the promotion of career development and continuous learning programs aims to enhance teachers' professional competence and their ability to adapt to changes in the education industry. First, universities need to establish a structured career development program that sets clear career paths for teachers at different ranks and areas of expertise. This includes providing regular career planning workshops, one-on-one career counseling, and potential assessments to help teachers identify their career goals and plan steps to achieve them. Second, colleges and universities should implement continuous learning programs to encourage faculty to continually update their teaching and research skills. This can be achieved by establishing collaborations with industry and academic institutions, bringing in external experts to give lectures, and providing

online learning resources and courses. Again, HEIs should also provide financial support, such as grants for academic conference participation and scholarships for further study, to reduce the financial burden of self-improvement on teachers (Chen & Hao, 2024). To ensure the effectiveness of these programs, HEIs need to establish monitoring and evaluation systems to regularly review the implementation of professional development and continuous learning programs and their impact on teachers' professional growth. Through continuous feedback and procedural adjustments, HEIs can ensure that teacher professional development and continuous learning programs not only meet the needs of individual teachers but also the strategic development goals of the university. Such systematic support and resource investment can significantly enhance teachers' career satisfaction and work efficiency, thus promoting upward improvement in the overall teaching and research quality of universities.

3.4 Building an open and transparent communication and feedback mechanism

In human resource management in universities, building an open and transparent communication and feedback mechanism can significantly enhance the sense of participation and satisfaction of faculty and staff, and at the same time increase the efficiency and effectiveness of management. Universities should set up multiple communication channels, including regular staff meetings, online forums, suggestion boxes, and regular meetings, to ensure that faculty and staff opinions and suggestions can be collected and considered promptly (Yang & Wang, 2024). These platforms should encourage faculty and administrators to freely express workplace concerns, share work experiences, and suggest improvements. Colleges and universities should develop a clear feedback process to ensure that every suggestion or feedback receives an appropriate response. This includes establishing a tracking system for recording the status of feedback receipt, processing, and final resolution. And, by regularly publicizing the results of the process and the measures taken, transparency can be improved and faculty trust and satisfaction with the management process can be enhanced. In addition, universities should conduct regular satisfaction surveys to assess the effectiveness of communication mechanisms and the overall

satisfaction of faculty and staff. The results of these surveys should be used to adapt and improve existing communication and feedback mechanisms. In this way, HEIs can continuously optimize their HRM practices to ensure that they are adapted to the expectations of faculty members and the changing needs of the educational environment. By implementing these measures, HEIs can establish an open and transparent working environment that promotes the active participation and contribution of faculty and staff, thereby enhancing the operational efficiency and educational quality of the entire institution.

Conclusion:

In the field of higher education, human resource management plays a crucial role in the construction of the talent team of colleges and universities. Through effective human resource management, colleges and universities cannot only attract and recruit talented people but also promote their overall growth through well-designed training and development programs. Such management practices help to build a dynamic and competitive faculty, which in turn promotes the continuous improvement of academic research and teaching quality. With the rapid changes in the educational environment, universities must enhance the quality of their education and research through innovative responses to optimize their talent structure and improve the effectiveness of their management to maintain their competitiveness and leadership in the field of higher education.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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